DOCUMENT RESUME

ED 119 702 95 IR 003 170

TITLE	The ERIC At Stanford Newsletter, 1972.
INSTITUTION	Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	72
CONTRACT	NIE-C-74-0027
NOTE	34p.; Some part of text may not reproduce clearly due to print size and quality
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS	Clearinghouses; Conference Reports; *Educational Technology; *Instructional Media; Literature Reviews; Media Technology; *Newsletters; Technology
IDENTIFIERS	Educational Resources Information Center; ERIC

ABSTRACT

Compiled in this document are the March, April, May, August, and November 1972 editions of "Now Available," the newsletter of the Educational Resources Information Center (ERIC) Clearinghouse on Educational Media and Technology. The newsletter provides summaries of recently released documents dealing with communications, instructional media, educational media, and related fields. Conferences and symposia related to these topics are also reported. (EMH)

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THE ERIC AT STANFORD NEWSLETTER

1972

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NOW AVAILABLE MARCH '72

ERIC at Stanford

The Newsletter
from the Clearinghouse
on Educational Media and Technology

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TEACHING METHODS

The instructional process has four major components: stimulation, orientation, transformation and instrumental activity.

Instructional Strategies: A Model and Its Application. Annual Report, July 1971. Francis J. Di Vesta and others, 182 pages. EDRS price microfiche 65c, hardcopy $3.29 (ED 053 563).

Although education journals contain article after article about the wonders of computers, color television and other elaborate hardware, many teachers do not yet have access to these things and must make do with "humble" media: pictures, filmstrips, slides, films, overhead projected material. These can be put to good use, however.

Media for Discovery. Hans Moller, 1970, 144 pages. Available from Visual Education Centre, 95 Berkeley Street, Toronto 2a, Ontario, Canada ($3.97).

How to teach literature to junior and senior high school students when traditional methods don't work.

The Creative Teacher. William H. Evans, editor, 1971, 164 pages. Available from Bantam Books, Inc., 666 Fifth Avenue, New York, New York 10019 ($1.25).

New Money In New Media

Professionally challenging. Financially rewarding. That's the promise for educators who enter the field of film production in their spare time. Producing a film-loop takes less time than writing a book, and can bring in far more royalties, according to film producers quoted in a newsletter put out by Technicolor Inc.

Earnings actually depend on how much work an educator does. "The more you do, the more you deserve. A finished film commands a larger slice of the pie than an idea-and-outline only," states the *Image 8* article.

In any event, producing films enables an educator to contribute new materials to the school curriculum in a "fresh stimulating way." The newsletter offers lots of advice on preparing and submitting film ideas and lists two dozen producers interested in educators' efforts.

You can order single, complementary copies of this issue of *Image* from the ERIC Clearinghouse on Media and Technology, Stanford University, Stanford, California 94305. You can subscribe to the quarterly publication by writing Technicolor's Commercial and Educational Division at 299 Kalmus Drive, Costa Mesa, California 92627.

Haven't I Seen You Somewhere Before?

Shades of a successful children's educational television program are found in an interview nearly 60 years ago with motion-picture inventor Thomas A. Edison.

"We are going to teach them the alphabet by means of these motion pictures. I have half a dozen fellows writing scenarios now on A and B. Why, we'll so impress in those children's minds--because we'll get their attention; that A is A, and B is B, that they'll never forget them. Never! Then instead of putting a lot of hieroglyphics together we'll teach them words by showing them the object that a word represents, so they'll associate the word with the object."

Edison made the comment during a 1912 interview, recently republished in the Saturday Evening Post. Apparently, some of the Sesame Street gang are older than they look (Bert? Ernie?) and listened in on the original interview.

Now Available
Number 21

The Clearinghouse is part of the Institute for Communication Research
Stanford University, Stanford, Calif. 94305

New Educational Film Treats VD Honestly

Three years ago, our Serials Supervisor, Leonard Schwarz, was pictured in the pages of this newsletter beating up a Bobo doll. The photo was from a film used in a psychology experiment, and since that time, Schwarz has given up supervising serials for show biz.

He now announces he has written and produced a documentary style educational film on venereal disease, different from any of the other films on the subject. It deals with the questions teenagers have about VD, rather than simply with the facts other people think they should know.

When Love Needs Care focuses on the important moments of a teenage boy and girl being treated for VD, and allows the audience to learn just as the patients do. Schwarz's idea is to motivate young people to seek medical attention by informing them of the nature of gonorrhea and syphilis which removes any mystery about the procedures for diagnosing and treating the diseases.

Requests for more information on this movie, or on an upcoming film for high schoolers on abortion, may be addressed to Leonard Schwarz at P.O. Box 3241, Stanford University, Stanford, California 94305.

Dr. Al Kapstrom, a gynecologist, makes a point during a break in the filming of *When Love Needs Care*, produced by ERIC Clearinghouse alumnus Leonard C. Schwarz. Director Barry Pollack, center, and patient Debbie Tate seem pleased with events.

COMMUNICATION

It's 1985, and communication satellites and cable television have revamped our entire educational and communication systems.

1985. Edwin B. Parker, 1971, 14 pages. EDRS price microfiche 65c, hardcopy $3.29 (ED 053 564).

In a school, communication is often impeded because a teacher doesn't fully explain his meaning to students. Audiovisual aids can alleviate this problem.

Communication and the Schools. C. W. Bending, 1970, 311 pages. Available from Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($5.50).

INSTRUCTIONAL MEDIA

Self-instructional programs are not as effective as traditional approaches to teaching, unless the self-instructional programs are supplemented by student-instructor interaction.

Effects of Instructional Media in Teaching Beginning Statistics in a Teacher Education Program. Final Report. Alfred S. Kilmos, Wisconsin State Universities, Stevens Point, Consortium of Research Development, 1969, 35 pages. EDRS price microfiche 65c, hardcopy $3.29 (ED 053 552).

Technological aids can help children's language development by presenting language in action in meaningful situations which can be shown visually along with sound.

Audio-Visual Media and the Disadvantaged Child. Ellen C. Mee, 1970, 97 pages. Available from Councils and Education Press Ltd., 10 Queen Anne Street, London WIM 9LD England ($1.75).

COMMUNICATION SATELLITES

The potential uses of communication satellites and the substitution of electronic transmission for physical distribution of educational materials are covered in this survey and analysis.

Communication Media and Educational Technology: An Overview and Assessment with Reference to Communications Satellites. Herbert Ohlman, Washington University, St. Louis, Missouri, Sever Institute of Technology, 1971, 254 pages, EDRS price microfiche 65c (ED 053 540).

Foreign Educators Learn About ERIC

Several hundred educators in Germany, Yugoslavia and England heard talks on the ERIC system on their home ground recently during a visit of Francis X. Moakley to those countries.

Dr. Moakley, director of the audio-visual center at San Francisco State College, was supplied with information packets from the ERIC Clearinghouse on Media and Technology before his tour. He distributed them at the University of Tubingen's Centrum for Neve Learning in Germany; at the University of Zagreb, the Zagreb International Trade Fair and Radio Belgrad in Yugoslavia; and at the University of London and National Audiovisual Association in England.

He reports that educators in each country expressed great interest in ERIC and its services. Many were interested in inputting material into ERIC. Others noted they were eager to put U.S. research to practical use, and that ERIC is one way they can receive reports of U.S. research.

Dr. Moakley made his tour at the request of the State Department and Department of Labor of Yugoslavia and the University of Tubingen in Germany.

FILM

New filmmakers are creating "synaesthetic" cinema, which discards traditional genres and instead tries to present a truer reality.

Expanded Cinema. Gene Youngblood, 1970, 432 pages. Available from E.P. Dutton and Company, Inc., 201 Park Avenue South, New York, New York 10003 ($9.95, paperback $4.95).

Films which are mainly lectures and rely largely on the narrator's words for meaning limit a child's chance for interpretation. But new films relying on techniques of the silent films of the 1920's allow the child to experience the subject himself.

Use of Visual Media in Schools. Hans Moller, Speech given at the Vancouver Public Library, March 23, 1971, 15 pages. EDRS price microfiche 65c, hardcopy $3.29 (ED 053 557).

CLASSICS IN FILM RESEARCH

To what extent can instructional films by themselves teach a body of factual information? They do just as well as the conventional lecture method.

Relative Effectiveness of Instruction By: Films Exclusively, Films Plus Study Guides, and Standard Lecture Methods. Abram W. VanderMeer, Pennsylvania State University, University Park, College of Education, 1950, 52 pages. EDRS price microfiche 65c, hardcopy $3.29 (ED 053 567).

What effect does identification with the main character of a film have on learning from the film?

The Effects of Prestige and Identification Factors on Attitude Restructuring and Learning from Sound Films. John P. Kishler, Pennsylvania State University, University Park, College of Education, 1950, 12 pages. EDRS price microfiche 65c, hardcopy $3.29 (ED 053 568).

What characteristics of instructional films affect learning?

Effects on Training of Experimental Film Variables Study II. Verbalization, "How-it-Works," Nomenclature, Audience Participation, and Succinct Treatment. N. Jaspen, Pennsylvania State University, University Park, College of Education, 1950, 14 pages. EDRS price microfiche 65c, hardcopy $3.29 (ED 053 569).

LEARNING CENTERS

Learning centers are an efficient way of allowing students to proceed at their own pace, but only if traditional (and perhaps ineffective) instruction is altered.

What Are We Learning About Learning Centers? Marshall Gunselman, 1971, 213 pages. Available from Eagle Media, Inc., Oklahoma Christian College, Oklahoma City, Oklahoma 73111 ($2).

EdSel Back On Market

It's not the car with the sour look, but a brand-new journal to help you keep up with the latest important educational research and news.

EDUCATION SELECTIONS FROM ERIC AND NTIS (EdSel) began publication last September. Each month the journal highlights 100 key documents in Research in Education (ERIC) and Government Reports Announcements (NTIS).

EdSel is meant to be taken apart. Pages can be routed to different people or departments. Abstracts are printed on one side of the paper only. They are of uniform size for attaching to 5x8" cards or IBM cards.

A year's subscription is $15. Write EDUCATION SELECTIONS, Box 5849, Stanford, California 94305.

ERIC Finds Source For British, Canadian Books

ERIC at Stanford has begun abstracting pertinent documents from the first American book importer to specialize in both British and Canadian books.

Pendragon House, Inc., has opened its doors at 899 Broadway, Redwood City, California 94063. It features scholarly materials, with subjects such as teaching techniques, history, art, travel, medicine, music and politics.

Her Majesty's Stationery Office, publishers to the British Government, is the Pendragon mainstay. H.M.S.O. publishes over 5,000 works a year plus over 60 journals. It is prolific in educational and scientific titles.

"A Television Without Knobs or Dials..."

We asked for information on their use of media. The Finegold Ranch, an alternative school in Fresno, California, replied:

> **"The ancient Chinese spoke of a television that existed without knobs and dials. Every morning the sun casts a new slide across the sky, and if you listen closely enough you can hear it rise. The words 'audio' and 'visual' have integrity; their manifestation here comes from that which existed before the word. Then it moves through the word in as complete a way as the mind is ready to accept, then floats once again into queues of silence. You see, a large portion of this world is not-man-made."**

And a large portion of audiovisual material can't be abstracted for *RIE*.

New Publication Features Simulation, Gaming

A new publication of interest to many of our readers is *Simulation/Gaming/News*, which is designed to facilitate communication among people who have successfully used games and simulations and those who haven't, but want to.

Involved in editing S/G/N are Ron Stadsklev, Sarane Boocock, Garry Shirts, Peter House, John Washburn, J. Bernard Keys, P. J. Tansey, Marshall Whithed, Thomas Wiggins, Kent Layden, Layman Allen, Darrell Lewis, Don Wentworth, Vi Wagener, Don Coombs and Paul Twelker.

Subscriptions, at $3 a year for five issues, are available from Box 8899, Stanford, California 94305.

CTV Report Focuses On Pre-Packed TV

CTV Report, published monthly from London, England, offers a specialized service for those interested in pre-packed TV. C.T.V. is an abbreviation coined to cover cartridge and cassette TV and extended to cover super 8 film discs in TV application.

CTV Report picks out important stories and does detailed background research. Topics covered so far include Super 8, Electronic Video Recording, alternative distribution methods for television and their applications to education, and the Video Disc. The report covers news from all countries, including the United States.

It is published by Insight, 306 Fulham Road, London S.W. 10, England.

TELEVISION

Students today are more overtly hostile to commercials than ten years ago, even though they spend more time watching television. Parental control of viewing for children over six is found to be a weak factor.

Television in the Daily Lives of Children. Jack Lyle and Heidi R. Hoffman, California University, Los Angeles, Department of Journalism, 1971, 21 pages. EDRS price microfiche 65c, hardcopy $3.29 (ED 053 575).

How television can be used to fulfill specific tasks in language instruction that are not easily fulfilled by the classroom teacher. Experiments in Israel teaching English to Hebrew-speaking students.

Using Television for Teaching a Second Language Through Dramatized Every Day Situations; An Assessment of the Effects on Active Speech and On Understanding Dialogues Presented by Other Media. Hava Tidhar, Tel Aviv, Israel Instructional TV Center, 1971, 25 pages. EDRS price microfiche 65c, hardcopy $3.29 (ED 053 578).

A study which used mail surveys, personal interviews, and telephone follow-ups to try and provide a method for determining whether a public television program was meeting its objectives.

Evaluating Non-Commercial Television: A Case Study. Final Report. Paul D. Adams, Texas University, Austin, Center for Communications Research, April 1971, 177 pages. EDRS price microfiche 65c, hardcopy $6.58 (ED 053 562).

Educational Resources Information Center

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ERIC at Stanford

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A hypothesis of an instructional satellite system–AVSIN (Audio-Visual Satellite Instruction)–which involves a cooperative public-private sector effort.

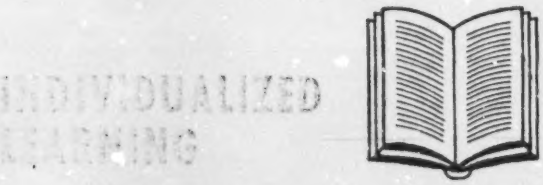
An Instructional Satellite System for the United States: Preliminary Consideration, James DuMolin and Robert P. Morgan, Washington University, St. Louis, Missouri, 1971, 47 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 055 428.

The results of a study on electronic dissemination of educational information in the United States. A preliminary step toward establishing an effective communications satellite system.

Educational Electronic Information Dissemination and Broadcast Services: History, Current Infrastructure and Public Broadcasting Requirements, Jai P. Singh and Robert P. Morgan, Washington University, St. Louis, Missouri, 1971, 91 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 055 419.

How communications satellites can fit into the picture of computer-based instruction.

Computer-Based Instruction: A Background Paper on Its Status, Cost/Effectiveness and Telecommunications Requirements, Jai P. Singh and Robert P. Morgan, Washington University, St. Louis, Missouri, 1971, 40 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 055 429.



A cross section of experts representing several areas of individualized learning, including technology and computer systems, present readings in this the first of two volumes.

Perspectives in Individualized Learning, Robert A. Weisgerber, ed., 1971, 406 pages. Available from F. E. Peacock Publishers, 401 West Irving Park Road, Itasca, Illinois 60143 ($6.50 paperback, $9.50 hardbound).

The actual developmental classroom efforts in individualized learning are explored in four frameworks: National level, elementary and secondary, higher education, and the future of individualized learning.

Developmental Efforts in Individualized Learning, Robert A. Weisgerber, ed., 1971, 361 pages, Available from F. E. Peacock Publishers, 401 West Irving Park Road, Itasca, Illinois 60143 ($6.50 paperback, $9.50 hardbound).

The old faithful– and "just so much talk"

The old and the new in educational media are covered in a recent EPIE *Report* (Number 39) which is sent to all EPIE (Educational Products Information Exchange) members. The 48-page report focuses on the old standby overhead projector and the new much-touted, but hard to come by, video cassette.

The overhead projector report is an update of one done five years ago by EPIE in its first issue:

So if little has changed, you ask, why an EPIE Report on overhead projectors? That's the problem: Little has changed and you can still buy a less than desirable item and pay too much for it.

Topics include: Getting the Most from Your Overhead Projector, The Transparency–Instruction or Information, and Choosing An Overhead Projector. A matrix of producer information seems especially helpful, without pushing one particular brand or model on you.

The video cassette, says EPIE, is a "potentially revolutionary device (which) has been just so much talk." Manufacturers ("only 4"), EVRs (Electronic Video Recording Units), capabilities, prices, standards, compatibility, and other practical facts about video cassettes are discussed.

EPIE is located at 386 Park Avenue South, New York, New York 10016.

NEW PUBLICATIONS FROM ERI

ERIC at Stanford has published several new papers in the past couple of months. If you are interested in any of them, as described below, you can order complimentary single copies from the ERIC Clearinghouse on Media and Technology, Stanford University, Stanford, California 94305.

Individualized learning

Trends, Issues and Activities in Individualized Learning, by Robert A. Weisgerber, senior research scientist at the American Institutes for Research, Palo Alto, presents a fresh look at individualized instruction—its past, present and future.

Using a learner-oriented philosophy throughout, the paper attempts to define the process of individualized learning, describe various trends, comment on benefits and risks, and suggest further references.

A guide to information includes selected multimedia materials, newsletters, periodicals and related publications; workshops, conferences and conventions; selected books and booklets published in 1971; and additional books, monographs and journal articles.

A portion of the background statement:

It is clear that children make relatively great strides in learning during the pre-school years and come to school needing instruction suited to their individual differences. The teacher of these different youngsters can inculcate group oriented processes as new "life models," or she can build upon the youngsters' enthusiasm and interest, encourage their individual initiative, and provide a variety of experiences that challenges each child at his own level of ability

The publication goes on to aid the teacher in finding methods and materials for the latter alternative.

Available under separate cover as a companion publication to *Trends, Issues and Activities* is *Individualized Learning*—a guide to the best of ERIC documents in the field on individualization. This second paper, also by Dr. Weisgerber, conveniently lists by subject (i.e. summaries, research, media, selected approaches) over 130 abstracts of ERIC documents.

Communications satellites in education

A Guide to the Literature on Application of Communications Satellites to Educational Development by Robert P. Morgan and Jai P. Singh serves as a general guide to information and identifies people and schools active in the subject area.

The authors are with the Center for Development Technology, Washington University, St. Louis. Their paper includes an overview of satellite technology, non-technical aspects communications of satellites, and educational and developmental uses of satellites.

In the introduction, it is noted:

The person wishing a broad overview of the literature on the application of communications satellites to educational development is confronted with a wide range of materials cutting across conventional lines. The subject of satellite technology is perhaps the best defined and most readily available. However, in examining the use of satellites in education, there is a growing body of literature dealing with legal, economic, organizational, social and political factors, as well as the entire topic of the use of media and technology in education. There is also information available on systems and experiments planned for the U.S. and other countries. The role of satellites in the total communications "mix" of a given nation or group of nations may be different, depending upon the amount and nature of the ground communications equipment currently available. Thus, detailed planning for educational satellite utilization requires careful examination of local conditions.

The literature guide parallels the overview in organization. Also included is a basic reference shelf, which provides the reader with a broad overview and a good starting point for a more detailed literature investigation, and a guide to organizations with interest in educational satellite utilization.

Behavioral objectives

Behavioral Objectives: A Selected Bibliography and Brief Review identifies and organizes the major topics in the area of behavioral objectives and presents a sampling of the literature in that area.

The publication was authored by George L. Geis of the Centre for Learning and Development, McGill University, Montreal, Quebec.

Brief discussions on various issues are included, and a separate bibliography accompanies each section: What Are Behavioral Objectives, Why Write and Use Behavioral Objectives, What Is the Research Evidence for Claimed Benefits, and Where Do Behavioral Objectives Come From?

In Why Write and Use Behavioral Objectives, the author states:

The benefits and rationales recently proposed for behavioral objectives are similar to the ones suggested in earlier literature on educational goal-stating.

Before these are reviewed it should be mentioned that the added benefits of stating objectives in behavioral terms arise from the reduced ambiguity of such statements. When a statement is operationalized, when the referents of the words in the statement are "point-at-able," there will be a minimal amount of confusion and misunderstanding. (It is assumed that clarity and precision is a desideratum. *Of course, there are instances when it may be advantageous to maintain or even increase ambiguity and confusion as when explication will cause dissension or opposition.)*

And in the concluding statements, Dr. Geis notes:

The blind and ceaseless generation of behavioral objectives can begin to resemble ritualistic behavior, like Lady Macbeth's handwashing. It can deter the teacher or instructional designer from the important tasks (i.e., the uses to which the objectives are to be put.) Statements of objectives are means; no matter how elegantly honed, they ought not become ends in themselves.

AT STANFORD

Systematic development of instruction

The Systematic Development of Instruction: An Overview and Basic Guide to the Literature provides an introduction to the applications of systems theory in education. It also presents a guide to literature, workshops, organizations and educational institutions relevant to systematic development of instruction. The 26-page paper was co-authored by Paul A. Twelker, Floyd D. Urbach and James E. Buck of the United States International University in Corvallis, Oregon.

Some excerpts from the overview:

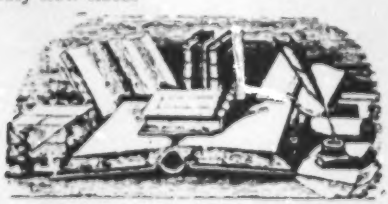
> *The systems approach is in a very real sense a management tool that allows individuals to examine all aspects of a problem, to inter-relate the effects of one set of decisions to another, and to optimally use the resources at hand to solve the problem. Clearly, the application of the systems approach in education may lead to a number of outcomes, depending on the particular problem focused upon. Outcomes may vary from improved cafeteria service to computerized material procurement procedures. But the outcome that captures the imagination of most teachers is the provision of learning experiences that somehow are better than what are currently in use.*

In the overview, five systems approaches to developing instruction are presented: 1. Teaching Research System, 2. Michigan State University Instructional Systems Development Model, 3. System Approach for Education (SAFE), 4. Project MINERVA Instructional Systems Design, and 5. Banathy Instructional Development System. The five are defined, analyzed and compared, using text and graphs.

The overview concludes:

> *At this point, the reader may wonder why there can't be some standardization within this hodge-podge we call the systems approach. Which model best fits the reader's needs may well depend on the particular audience being addressed, or the particular emphasis desired. For example, if the reader were quite interested in the problem identification and definition aspect of systems development, he might choose to follow the SAFE Model. On the other hand, if the reader were interested in following a model that was clear and covered all the bases well, he might turn to the Teaching Research Model. However, it should be clear from the brief comparison given above that all five models are addressing the same task (developing instruction) in similar ways, but with different descriptions and language.*

The Systematic Development of Instruction will be of great value to both educators and researchers interested in this relatively new field.



CONFERENCE PROCEEDINGS

The Second Annual Conference of WEST (Western Eduational Society for Telecommunications) is over. Now the proceedings of the first conference are available. Practical information from transcribed audiotape covers telecommunications, educational technology, instructional television, and many other subjects.

Report of the First Annual Conference of the Western Educational Society for Telecommunications, Richard B. Elliott, compiler, 1971, 172 pages. EDRS price microfiche 65c, hardcopy $6.58, ED 055 405.

New mechanisms to supply computing to colleges and new means to deliver this computing at lower cost were key issues of this EDUCOM Conference.

The Financing and Organization of Computing in Higher Education: 1971, Proceedings of the EDUCOM Spring Conference, 188 pages, EDRS price microfiche 65c, hardcopy not available, ED 055 421. Also available from EDUCOM, Interuniversity Communications Council, Inc., P.O. Box 364, Rosedale Road, Princeton, New Jersey 18540.

TELECOMMUNICATIONS

What could an urban telecommunications center offer to the city of the future?

A Statement of the Concept of an Urban Telecommunications Center, Robert D. Smith, paper presented at 1971 National Association of Educational Broadcasters Convention, 10 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 055 416.

A survey of literature and other information sources discloses overall trends for telecommunications technology in education. Both hardware and software are described in this valuable publication.

Innovations in Telecommunications Technology: Implications for Education, Frank Korman, Texas University, Austin, Center for Communication Research, 1971, 150 pages, EDRS price microfiche 65c, hardcopy $6.58, ED 055 415.

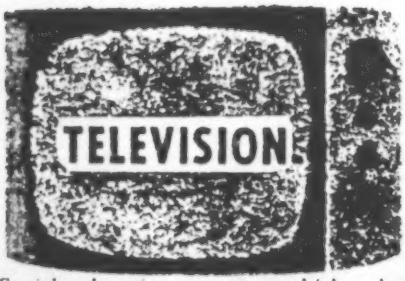
MISC.

A collection of readable papers describing important developments in use of the mass media in adult education. From a history of educational television in the United States to an accusation that educators lack imagination in their whole approach to education.

Mass Media and Adult Education. John A. Niemi, 1971, 124 pages. Available from Educational Technology Publications, Englewood Cliffs, New Jersey ($3.95).

Tentative formulas for calculating the cost of maintaining educational communications equipment.

The Cost of Maintaining Educational Communications Equipment, David A. Humphrey, State University of New York at Albany, paper presented at New York State Educational Communications Association Convention, 1971, 18 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 055 452.



Social education programs, high school and college correspondence programs, and special programs for handicapped children are described in this report of the Nippon Hoso Kyokai (NKH–Japan Broadcasting Company).

Educational Broadcasts of NHK (Special Issue of NHK Today and Tomorrow), Japanese National Commission for UNESCO, 1971, 47 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 055 438.

How feasible is the idea of a two-way television network in the southeastern Washington area for continuing education and graduate classes?

A Study of a Proposed Multi-Purpose Communications System, Washington State University, Pullman, 1971, 131 pages, EDRS price microfiche 65c, hardcopy $6.58, ED 055 453.

A study commissioned by Catholic leadership in the United States to determine the best way to use instructional television.

Diocesan Learning Networks; Alternatives and Opportunities in Instructional Television, Giles H. Schmid, 1971, 56 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 055 444.

A summary of the use of instructional television (ITV) and some basic guidelines for developing future use.

Instructional Television Utilization in the United States, James R. DuMolin, Washington University, St. Louis, Missouri, 1971, 49 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 055 427.

Commercial announcements of Saturday children's TV programming are evenly divided among toys, cereals, candy and other foods, and appear to have both sexual and racial biases. This is one of many interesting findings in:

Saturday Children's Television: A Report of TV Programming and Advertising on Boston Commercial Television, Earle F. Barcus, Action for Children's Television, 1971, 112 pages, EDRS price microfiche 65c, hardcopy $6.58, ED 055 461.

An analysis of current commercial content on several popular shows for children. A follow-up of a petition filed by Action for Children's Television with the Federal Communications Commission.

Reply Comments: Action for Children's Television, Docket Number 19142, 1971, 70 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 055 462.

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ERIC at Stanford

The Newsletter from the Clearinghouse on Educational Media and Technology

Ordering Information

Most documents listed here can be ordered, in microfiche or hardcopy form, from the ERIC Document Reproduction Service. If a document is not available from EDRS, information is given on where it can be obtained, or at least where it was published.

All orders for ERIC microfiche and hardcopy should be sent to the following address:

ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014

Each document on microfiche is 65c, no matter how many microfiche are required. In hardcopy, documents from 1 to 100 pages long are $3.29, documents from 101 to 200 pages long $6.58, and so on. There are no extra charges for postage and handling.

Payment in check or money order must accompany all orders under $10.

BIBLIOGRAPHIES

Behavioral Objectives: A Comprehensive Bibliography, Carol A. Poulliotte and Marjorie G. Peters, eds., Northeastern University, Boston, 1971, 94 pages. Available from Northeastern University, Office of Educational Resources, Instructional Technology Information Center, Boston, Massachusetts 02115 ($3).

More than 960 titles of bibliographies, texts, research reports, journal articles, theses and dissertations, conference presentations. . . . etc., etc.

Television and Social Behavior: An Annotated Bibliography of Research Focusing on Television's Impact on Children, Charles K. Atkin, ed., National Institute of Mental Health, Rockville, Maryland, 1971, 153 pages, EDRS price microfiche 65c, hardcopy $6.58, ED 056 478.

Highly recommended. Includes 300 annotated listings and another 250 unannotated.

New Technology in Education: Selected References, Library of Congress, Congressional Research Service, 1971, 146 pages, EDRS price microfiche 65c, hardcopy $6.58, ED 056 486.

A three-part bibliography: Part one covers issues, problems and future uses of educational technology, part two covers the various uses of a variety of specific media, and part three cites alternative methods to the organization of instruction.

ERIC and the AECT: Comments on the Convention

We at the ERIC Clearinghouse on Media and Technology were able to meet many of you in the field of instructional technology at the April AECT convention in Minneapolis.

We tried to answer your questions, and we listened to your suggestions and advice. Some of the questions were asked so often that we have decided to include them, and their answers, in the newsletter. For those who use the ERIC system often (and we hope that's all of you who read this), this issue is probably worth filing somewhere handy.

So here follows a recap of **ERIC at Stanford Meets the AECT**, including **Most Popular Questions (and Answers).**

ERIC at Stanford Meets the AECT

by Judith Yarborough and Jaclyn Caselli,
who experienced it all as they manned the booth.

In the 200 square feet of our blue and chartreuse booth at the AECT, we managed to fit two on-line computer retrieval systems (Lockheed's DIALOG and System Development Corporation's ORBIT), a teletype terminal for computer games, a small microfiche collection, quantities of informational literature, three and a half* staff members and a steady flow of visitors.

For the two of us, it was a new experience to be faced with a barrage of questions ranging from, "Where's the rest rooms?" to "Just what (or who) is ERIC anyway?" Fortunately, Michele Timbie, who has run all our past conventions, was able to attend and guide us through the pitfalls of supervising the installation of a 20-foot long lighted exhibit, four telephone lines, twelve electrical outlets, and assorted furniture.

From 10 a.m. to 6 p.m. Tuesday, Wednesday and Thursday, we listened to complaints, answered questions both general and specific, and enjoyed the experience of finding that there are people out there who understand and appreciate the effort we make the other 51 weeks of the year.

We were able to have added extras in the ways of displays of microfiche, computer retrieval, and computer games, thanks to the cooperation of Lockheed Research Laboratory, System Development Corporation, Educational Information Service, DYMAX, and TIES (Total Information Education Systems).

Our most popular give-away, a game called MEDIA MAZE, was a take-off on games like LIFE or CAREERS. Most of the convention-goers seemed to appreciate its humorous approach to the field of instructional media and its painless way of presenting the major organizations in our field. Let us know if you'd like a copy.

(cont. on page 2)

*Our director, Don Coombs, was there about half the time.

Who is ERIC?

A large number of visitors to the booth seemed interested in knowing about the staff at the clearinghouse and what they do. Our staff members are:

Don H. Coombs, Director–Responsible for command decisions and policy formation, as well as instigating new projects and keeping up our lines of contact with other people in the field.

Maxine Sitts, Publications Associate–Oversees the publications work, writes most of the newsletters, brochures and journal columns, nurses our papers from first draft through final publication.

Jaclyn Caselli, Librarian and Acquisitions Director–In charge of acquiring and cataloging the material that appears in *RIE*, document control, and associated tasks connected with library procedures.

Judith Yarborough, Document Processing Coordinator–Checks the abstracting and indexing performed by others, writes a few of the abstracts, asks for new descriptors and does ambitious odd jobs.

Suzanne Hawkins, John Kroll, Abstractors–Graduate students in the Communications Department who write abstracts and do the indexing.

Vi Lofgren, Office Manager–Coordinates all the secretarial work, keeps track of the bills, sorts the mail, and does innumerable tasks that keep operations running smoothly.

Theresa Purcell, Secretary–Our newest member, she recently added typing and filing to her job of keeping track of our mail.

Alice Kraeger, *CIJE* processor–Monitors the journals and magazines in our field and indexes articles in them for publication in *Current Index to Journals in Education (CIJE)*

Most Popular Questions (and Answers)

Q. Where Can I Get a Computer Search of the ERIC File?

A. A forthcoming clearinghouse paper will deal with this topic. In the meantime we can say that there are a variety of batch-processed methods of searching the ERIC data base with a computer. Two firms–Lockheed Corp. and System Development Corp.–have commercially available on-line computerized information retrieval systems. A number of regional educational service centers, such as the ones at the Northern Colorado Board of Cooperative Service (BOCES) and the State Departments of Education of South Carolina and Florida, have computerized search capabilities.

The only service of this kind available to individuals that we know of is from Lockheed Corp. For a standard price of $25 they will do a search of up to ten descriptors from the ERIC *Thesaurus* and deliver up to 100 citations and abstracts. For information about this service contact J. S. Patterson, Lockheed Palo Alto Research Laboratory, 3251 Hanover Street, Palo Alto, California 94304 or Robert Donati, Lockheed Aircraft Corporation, 4210 Chrysler Building, 405 Lexington Avenue, New York, New York 10017.

System Development Corporation at present does not do individual searches; however, information about how to have their search service installed at your location can be obtained from Diana DeLanoy, System Development Corporation, 2500 Colorado, Santa Monica, California 90404.

Q. Whom do I contact when my *Research in Education* doesn't arrive on time?

A. For this, and other specific problems with *RIE*, contact:

Daniel J. Kautz
ERIC Processing and Reference Facility
Leasco Systems & Research Corp.
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014
(301) 656-9723

Q. Whom do I contact when I don't receive microfiche or hardcopy ERIC documents that I've ordered?

A. For this, and other specific problems about EDRS, contact:

J. Peter Maucher
ERIC Document Reproduction Service
Leasco Information Products (LIPCO)
4827 Rugby Avenue
Bethesda, Maryland 20014
(301) 657-3316

Q. Whom do I contact with questions about ERIC, such as questions about the types and locations of the clearinghouses?

A. Try contacting the top man:

Charles W. Hoover, Chief
Central ERIC
National Center for Educational Communication
Code 401
U.S. Office of Education
Washington, D.C. 20202
(202) 755-7574

WHERE'S THE RETURN KEY ON THIS THING? Clearinghouse staff member Michele Timbie and Arthur Tepitz compare information retrieval systems.

Q. Where can I find the following information?

1. A list showing the availability of ERIC microfiche throughout the world?

2. A compilation of documents evaluating microfiche readers/reader printers?

3. A card which, when filled out and returned, will place me on the highly-popular ERIC at Stanford mailing list?

4. A list of current ERIC at Stanford papers?

A. All of the above are available without charge from the ERIC Clearinghouse on Media and Technology, Stanford University, Stanford, California 94305.

Q. I used to be on your highly-popular mailing list. Now I don't receive your wonderful newsletters anymore. Why not?

A. Probably you have moved. Third class mail is not forwarded. Therefore, if you have moved, or are going to, please send us your old and new addresses. Then you will continue to receive the newsletter.

Q. I have a really fantastic paper that I'd like ERIC to have. How do I go about this?

A. We're glad you asked this question, because we depend on you to supply us with material. Just send the Acquisitions Director one, or preferably two, legible copies. The requirement for items to be microfiched is that the print must be clean and in sharp contrast to the background, and that the letters must be fully formed. This permits clear reproduction. The documents may be typeset, typewritten, Xeroxed, or mimeographed, provided only that the copy is easily readable.

If you have further questions about this, please request a copy of our Submitting Documents letter.

MEDIA IN SCHOOLS

How do you ascertain systematically and objectively the effectiveness of an existing videotape or film? How do you validate them during production?

How to Provide Instructional Video Tape/Film Accountability, Warren L. Wade, National Association of Educational Broadcasters (NAEB), 1971, 27 pages, paper presented at NAEB annual conference, EDRS price microfiche 65c, hardcopy $3.29, ED 056 498.

Current activities of the Media Specialist Program. Interesting layout.

Media Manpower for the 70's: II. Media Specialist Projects 1970-71. A Report of the Leadership Training Institute, John L. Martinson, ed., Media Manpower, Palo Alto, California, 1971, 82 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 474.

Includes instructions for conducting all aspects of a district media program.

Guidelines for Instructional Media Services Programs. Revised Edition, Pennsylvania Learning Resources Association, Drexel Hill, 1970, 90 pages. Available from Pennsylvania Learning Resources Association, P.O. Box 498, Drexel Hill, Pennsylvania 19026 ($2).

Experimenters found that trainees reported more positive reactions to the audiovisual course than to the written program.

Evaluating an Experimental Audio-Visual Module Programmed to Teach a Basic Anatomical and Physiological System, Pat-Anthony Federico, Air Force Human Resources Lab., 1971, 34 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 492.

Findings from this research suggest that media as a sole means of instruction may not be suited for all learners, but works well for most, and is superior to traditional classroom instruction.

Predicting Success in an Individualized Multi-Media Instruction Program Using Variables of Aptitude and Personality, David L. Jelden, University of Northern Colorado, Greeley, 1971, 158 pages, EDRS price microfiche 65c, hardcopy $6.58, ED 056 460.

Proposal for a low-cost telecommunication service for schools beginning in the 1970s.

Satellite Communications for U.S. Schools: A Proposed Public Service Offering by Private Business, Lloyd L. Krause, Stanford Research Institute, Menlo Park, California, 1971, 20 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 477.

MICROFORMS

How can you use microforms in teaching?

A Guide to Instructional Uses of Microform. Final Report, James P. Kottenstette and others, Denver University, Colorado Research Institute, sponsored by Air Force Human Resources Lab., 1971, 91 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 485.

The advantages and disadvantages of microform for classroom training applications.

Microform Use in a Technical Training Environment; An Experiment. Final Report, Robert R. Grausnick and others, Denver University, Colorado Research Institute, sponsored by Air Force Human Resources Lab., 1971, 80 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 484.

A comparison of learning with hardcopy, positive-image microfiche, and negative-image microfiche.

A Performance Evaluation: Microfiche Versus Hardcopy. Final Report, Robert R. Grausnick and James P. Kottenstette, Denver University, Colorado Research Institute, sponsored by Air Force Human Resources Lab., 1971, 62 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 483.

INDIVIDUALIZED INSTRUCTION

Speeches, resource papers, background information, and bibliographies are found in these two conference proceedings.

Individualized Instruction; Abbreviated Proceedings of Two Conferences, Suffolk County Regional Center, Patchogue, New York, 1971, 92 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 500.

and

Proceedings of the 4th NAII Conference. Multiple Choice: The True Test of the Future, National Association for the Individualization of Instruction, Wyandach, New York, 1971, 130 pages, EDRS price microfiche 65c, hardcopy $6.58, ED 056 503. Also available from Mr. Angelo A. Cialdea, WLC-Waltham, 125 Wyman Street, Waltham, Massachusetts 02154 ($5 plus postage).

Written in conversational style. Shows teachers how to produce self-instructional units.

Assuring Learning With Self Instructional Packages; or Up the Up Staircase, Rita B. Johnson and Stuart R. Johnson, 1971, 141 pages. Available from Self Instructional Packages, Inc., P.O. Box 2009 Chapel Hill, North Carolina 27514 ($4.50).

TELEVISION

Children should be trained to be selective viewers, this research report recommends.

The Function of Television for Children and Adolescents, Takeo Furu, Sophia University. Tokyo, 1971, 323 pages. Available from Charles E. Tuttle Company, 28 South Main Street, Rutland, Vermont 05701 ($9.50).

Television is not adequately serving those 20 million Americans under the age of five, the commissioner says.

RX for Children's Television, Nicholas Johnson, Federal Communications Commission, 1971, 21 pages, speech given at the Second National Symposium on Children and Television, EDRS price microfiche 65c, hardcopy $3.29, ED 056 470.

An empirical, statistical study of two criteria developed by the Federal Communications Commission which a television licensee must meet in order to secure or preserve his license. Includes documents relevant to challenging a license.

Television Today: The End of Communication and the Death of Community, Ralph L. Stavins, ed., 1971, 292 pages. Available from The Communication Service Corporation, 1333 Connecticut Avenue, N.W., Washington, D.C. 20036 ($9.95, paperback $6.50).

A model ordinance for the regulation of cable television in Chicago.

Proposed Ordinance for the Regulation of Cable Television. Working Draft, Chicago City Council, 1971, 23 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 518.

A low cost method for delivery of computer services to homes and schools through interactive television.

TICCIT: A Delivery System Designed for Mass Utilization, Kenneth J. Stetten, Mitre Corporation, McLean, Virginia, 1971, 25 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 525.

Papers presented at a press conference on the Time-Shared, Interactive Computer-Controlled Information Television system.

Interactive Television Software for Cable Television Application, Kenneth J. Stetten, Mitre Corporation, McLean, Virginia, 1971, 14 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 522.

and

The Reston, Virginia, Test of the Mitre Corporation's Interactive Television System, John Volk, Mitre Corporation, McLean, Virginia, 1971, 24 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 523.

A collection of papers on a wired-city concept that may encompass many services other than television.

Proceedings of the Symposium on Cable Television, Society of Motion Picture and Television Engineers, Inc., 1971, 140 pages. Available from Society of Motion Picture and Television Engineers, 9 East 41st Street, New York, New York 10017.

"O
A Candid Gui

by James J. Prevel

The following report is one man's opinion concerning the new products seen at the 1972 Annual Convention of the Association for Educational Communications and Technology (AECT) held in Minneapolis, Minnesota on April 16-21, 1972.

The software companies, film manufacturers, and producers of multi-media programs and books were there in force, and accounted for approximately half of the booths in the auditorium.

Contrasted with the AECT Conventions in the 1960's (when the organization was known as the NEA Department of Audiovisual Instruction, or DAVI) the increase in the total number of software producers exhibiting materials is a healthy sign.

With the state of the economy in its present low condition, few manufacturers introduced new products which required large expenditures in research and development or advertising and marketing costs. But there were several interesting developments. Let's briefly outline some of them:

Audio Cassettes

Walking by the various booths, I was impressed with the fact that the audio cassette is a very popular medium these days. It's unfortunate that so many users consider price foremost when buying blank cassettes. In addition to the quality of tape enclosed in the cassette, its basic construction should be seriously considered.

Regrettably, you can't tell much about a cassette just by looking at it. Even a cheaply-made cassette can outwardly appear to be a good one. Needless to say, watch out for cassettes which appear imperfectly constructed or which fall short on performance specifications–or which indicate obvious short-cutting in design.

Some cassettes use fixed guide posts, while others use extremely small diameter pins which have a tendency to bend and bind the rolls. The hub clamps should be of high quality to prevent the tape from pulling free under the stress of fast forward (or rewind) torque. The pressure pad and spring must also be of high quality to stand up under heavy use. Some cassettes use a combination felt pad and foam rubber glued together. This construction has a tendency to twist and yield under stress, thereby fouling the tape. An inside tip: An excellent buyer's guide for cassettes has been published by the T.D.K. Electronics Company in Long Island City, New York, and is available on request.

r Man in Minneapolis"--
ed Tour of AECT Exhibit Highlights

Cassette tape recorders are many and varied, ranging in price from $15 to many hundreds of dollars. A new cassette recorder was introduced by the Avid Corp. of East Providence, Rhode Island, for use in language instructio and speech therapy. The recorder allows the student t listen to the instructor's voice, record his own, and ther compare the two.

Audio Cassette Duplicators

A number of excellent cassette duplicators were on display. However, duplicating speeds are still relatively slow, averaging about two minutes for a C-60 cassette (30 minute program per side). The speed limitation is due to the physical construction of the cassette, allowing a safe duplicating speed of only 30 inches per second.

Ampex Company of Redwood City, California, has broken the "duplicating speed barrier" by using a vacuum to literally suck the tape away from the cassette's non-precision parts and hold it in close contact with the recording head of the duplicator. A stacking chute holds up to 100 cassettes for automatic copying of the master tape. The Ampex vacuum system permits a duplicating speed of 75 inches per second—permitting 350 C-60 cassettes to be run in an eight-hour day. An interesting feature of the Ampex equipment is a sensing mechanism which automatically rejects cassettes which have any mechanical or tape defect—ejecting them through a slot in the front of the machine.

Television

A major area of interest at the show was the first generation of video cassettes/cartridges. Concurrent with the recent news that the CBS Electronic Videorecording system (EVR) had fallen on hard times, Sony was unveiling its cassette-loaded Umatic player . . . and it was obvious at the show that the machine has indeed reached full production status. Over three dozen materials producers and television equipment manufacturers were using Sony cassette units in their booths. A primary use of the new equipment will apparently be the playback of previously-recorded materials transferred from ¾ inch, 1 inch, and 2 inch tape formats—as well as copies of motion picture programming.

Three manufacturers will be introducing units this year which will be compatible and interchangeable with the Sony-Umatic cassette – 3M, Panasonic, and Concord. In addition, Panasonic will introduce a new cartridge which will employ ½ inch tape, in competition with the Sony cassette configuration of two reels and ¾ inch tape. This new Panasonic ½ inch cartridge will allow a user the significant advantage of being able to play back tape previously recorded on a ½ inch reel-to-reel EIJC

(cont. on page 6)

MISC.

Inservice teacher training, vocational experiences for students, counseling, audiovisual materials and special programs for gifted and handicapped are only a few phases of education that can benefit from cooperative programs.

Shared Services and Cooperatives; Schools Combine Resources to Improve Education, National School Public Relations Association, 1971, 63 pages. Available from National School Public Relations Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($4).

"A partial record of eighteen months together helping kids and teachers to make a place for themselves in school."

Farallones Scrapbook; A Memento and Manual of Our Apprenticeship in Making Places and Changing Spaces in Schools at Home and Within Ourselves, Farallones Designs, 1971, 144 pages. Available from Farallones Designs, Star Route, Pt. Reyes Station, California 94956 ($4.25).

A three-phase study being carried out by the German Institute for Studies in Educational Technology.

Toward a Model for Information Dissemination in Educational Technology Responsive to User Needs, Wolfhart H. Anders and Alexandra Draxler, Tubingen University, West Germany, 1971, 22 pages, EDRS price microfiche 65c, hardcopy $3.29, ED 056 513.

The combination of three different lesson styles was successful in providing each individual student with a unique educational experience.

An Investigation of the Use of Computer-Aided-Instruction in Teaching Students How to Solve Selected Multistep General Chemistry Problems, Robert C. Grandey, Illinois University, Urbana, 1970, 165 pages, thesis submitted to the School of Education, EDRS price microfiche 65c, hardcopy $6.58, ED 056 515.

compatible videotape recorder.

A number of manufacturers exhibited a variety of sophisticated television production equipment at costs substantially below levels of a few years ago. For example, a school may now purchase a console of mixers, switchers, faders, and special effects units of professional quality for as little as $2,500-5,000. At the show, Audiotronics of North Hollywood, California, demonstrated a package console-on-wheels that included a ½ inch videotape recorder with electronic editing, two vidicon cameras with viewfinders and zoom lenses, a 10" line monitor, three preview monitors, two tripods with pan/tilt head and dollies, video distribution amplifiers, dynamic microphone, and lights for about $6,000.

Kodak Supermatic 60

Eastman Kodak introduced their Supermatic 60 Sound Projector, featuring drop-in cartridges holding 400 feet of Super 8mm magnetic sound film. The unit features a self-contained 6" x 8" pop-up high gain screen—which can be folded down to permit large wall screen projection. A 15 to 30mm f/1.3 zoom lens provides a bright screen image up to approximately 3' x 5' in size.

The inexpensive cartridge—shaped like a small clamshell—can be easily opened for loading, cleaning, editing, or splicing the films. The Supermatic features include simple controls, automatic rewind, still framing, and fast unsprocketed reverse for "instant replay" of earlier portions of the film program.

Spindler and Sauppé Electroslide 900

The Electroslide 900 was introduced by the Spindler & Sauppé Company of North Hollywood, California. The 35mm slide projector features a series of inter-locking trays which can form a closed loop of varying capacity up to 500 slides. The loop of trays rides over the top of a hub and hangs slack below it, looking remarkably like a machine gun cartridge belt ready for action. The tray is spill-proof and accepts 2 x 2 slides in cardboard, plastic, or glass mounts. A unique 2-lamp fixture holds a spare lamp in an instant-standby position inside the projector in case of light failure. If the lamp in use (1200W tungsten halogen) should burn out, the operator simply slides the back-up light into position and the show continues. It makes me wonder why *every* projector isn't designed this way!

PKM Speech Compressor

Another hit of the show was a new audio tape speech compressor available from the P.K.M. Corporation of St. Paul, Minnesota. Speech compression has been the object of continuing study in recent years, as researchers continue to investigate the advantages of speeding up tapes (and listener comprehension) while by-passing the "Donald Duck" effect associated with higher pitch. The PKM device employs what the Company calls "selective deletion"—by shortening both the pauses and the vowel sounds of the original recording. In addition to *compression*, the machine can also *expand* speech, by automatically sensing when a pause occurs and adding an additional pause of controlled duration. This expansion feature is especially valuable for such applications as language instruction, secretarial transcription of dictation, or audio communication with mentally-retarded youngsters.

Cordless Headphone Systems

Two types of cordless headphone audio systems were on display: (1) an induction loop configuration requiring a perimeter of wire around the listening area and (2) the somewhat more expensive RF or FM transmission system.

A major advantage of the FM system is its capacity for transmitting up to four separate program sources in one room simultaneously, without the spill-over sometimes associated with multiple combinations of inductive loops. At the show, however, both 3M and Murdock Company (Chelsea, Massachusetts) featured small panels imbedded with induction loops capable of "closed circuit broadcasting" to a single table or small group of listeners—thus permitting the operation of several loops within the same room.

Buhl Image Amplifier

The Buhl Company of Pittsburgh, Pennsylvania demonstrated an image amplifier (enlarger) for standard 8mm and Super 8mm projectors. The image amplifier augments the prime lenses of most 8mm projectors by doubling the projected image size without increasing throw distance.

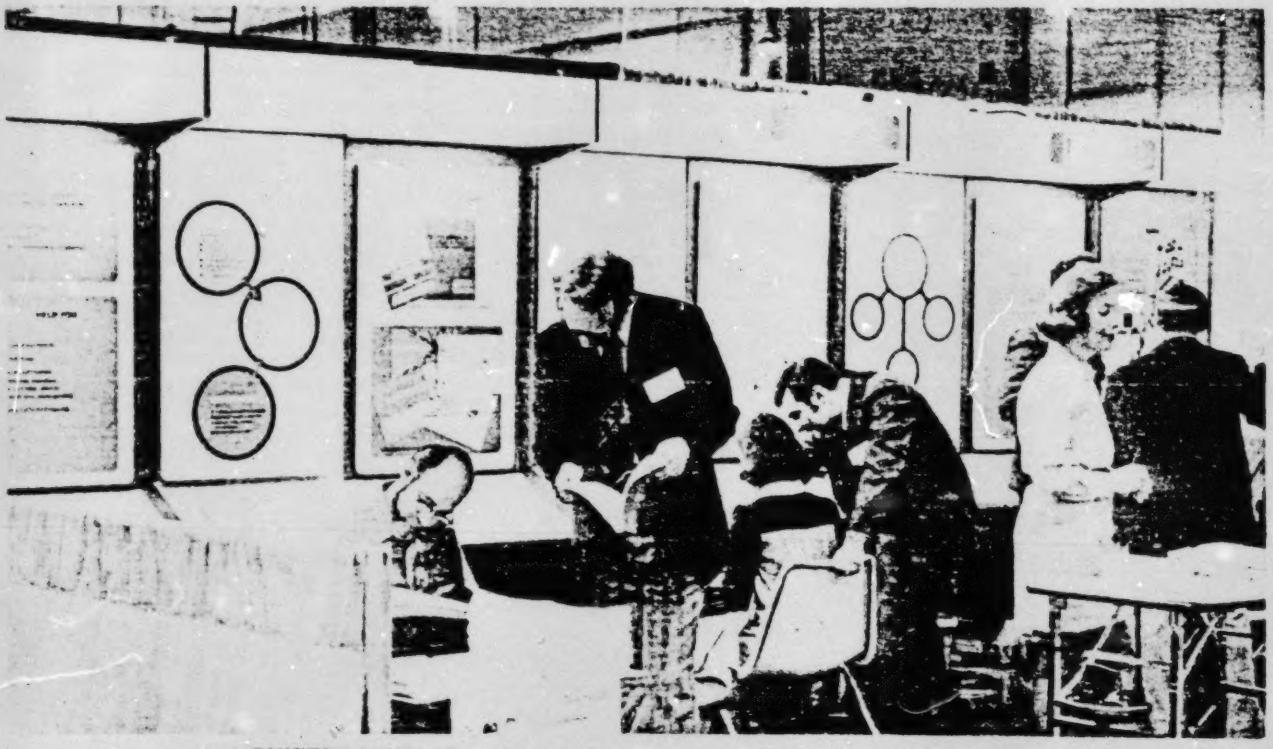
35mm Slide Duplication

Two new slide duplicators/copiers were introduced at the show. The "economy model" is distributed by Rodmar, Inc. of North Brook, Illinois. A 35mm single frame camera is mounted inside a simple 4" x 6" x 5" steel box. Outside the box is mounted a flash strobe, ground glass, and a clamp to hold the slide being copied. This total system—although not designed for volume production—is a good value at $175.

The second slide duplicator is produced by Forox Corp. of Mamaroneck, New York. This system provides a reproduction range of 10-to-1 reduction to 4-to-1 enlargement. The film is handled in detachable 100 foot magazines, facilitating automated high speed duplication of up to 120 slides per minute. A simple counter allows the user to dial the number of copies he wishes, and the machine does the rest. Rather than utilizing the usual focal plane or leaf camera shutter, the unit employs a rotary shutter driven by a synchronized motor, allowing repeated reliable exposures of from one-tenth of a second, or timed exposures up to ten seconds. The shutter mechanism is independent of the film transport, permitting multiple exposures by simply throwing a switch on the control panel.

The Oxbury Animator 8

The Oxbury Company of the Bronx, New York introduced its new motion picture animation stand, the "Oxbury Animator 8." This relatively inexpensive system has all the controls necessary for cinema animation of cells, photos, and puppets. The Super 8mm camera included in the system features single frame, multiple speed drive, time lapse modes, fades, dissolves, and a 4-to-1 manual and power zoom. The equipment allows teachers and students, with minimum instruction, to produce professional animation effects that previously had been limited to significantly more expensive animation stands.



A QUIETER MOMENT . . . at the ERIC booth during the April AECT Convention.

Materials: Some Highlights

Although the focus of this report is on hardware, I would like to mention, at least in passing, a few software items shown during the exhibit.

• The Training Services Company of Kalamazoo, Michigan, is offering self-instruction materials for teaching the operation of audio-visual equipment. Seventeen slide sets demonstrate the use of 16mm motion picture projectors, slide and filmstrip projectors, overhead projectors, opaque projectors, tape recorders, record players, film splicers and graphic production equipment. The individual slide sequences range in length from 20 to 80 frames.

• A new book has been introduced by McGraw-Hill Book Company, New York City, entitled *Administering Educational Media, Instructional Technology and Library Services.* Authors are James W. Brown, Kenneth D. Norberg, and Sara Srygoey. The book is intended as a college text and reference source for professionals with leadership positions in the field of educational media. It should also prove useful to general school and college administrators, curriculum specialists, and others involved in the planning and development of instructional programs. The chapter titles range from "Media Technology in Educational Systems" to "Designing Instructional Systems and Facilities" to "Budgeting Media Services."

• The University of Minnesota distributes an excellent monthly publication, *Audio-Visual Journal*, which includes numerous articles about educational technology, goings-on in the State Education Department relating to educational technology, and listings of new films and multi-media materials. The high quality of this publication could well serve as a model for other school systems across the country.

Conclusion

This brief overview could not possibly serve as a comprehensive statement of all that was new and interesting at the AECT exposition–although I hope you have found my "one man's tour" of value. Attending such shows and conventions is a luxury open to a relatively small minority, but we can nonetheless keep up with new products and developments by reading professional magazines, journals, and newsletters such as this. Additionally, many excellent materials are available directly from the resource library of AECT in Washington. A brochure of titles may be ordered from: AECT, 1201 16th Street, N.W., Washington, D.C. 20036.

It's an exciting field, with changes occurring daily. In general, I'm optimistic about the trends and new developments I witnessed in motion in Minneapolis. It was an active, busy show–and reconfirmed the fact that educational technology is alive and well these days–and growing.

About the Author

James Prevel is President of Educational Information Services, Inc., 1150 Connecticut Avenue, N.W., Washington, D.C. 20036. Specializing in the development of educational and library information systems, EIS works closely with schools, libraries, architects, equipment and materials producers, and such international organizations as the U.S. Office of Education, UNESCO, the Pan American Health Organization, and the Greek Ministry of Education.

Dear Educator:

Too good to resist is the following letter--part of an illustrated softcover book, **Yesterday I Learned There Was Forever**. It is a takeoff (we hope) on the kind of letter each teacher receives at least once in his or her career:

From: M. F. Motherweather, Assistant Superintendent in charge of Business, Buses and Grounds
To: S. J. Bradley, Principal Sandbox Elementary School
Subj: Economy and Filth

It has come to the attention of this office that in comparing budgets of our nine elementary schools, Sandbox Elementary has consumed, beyond its alloted portion, the following excesses:

8½x11 White Art Drawing Paper	*30%*
No. 8 Watercolor Paintbox	*20%*
Wheat Paste	*25%*
Paper Towels	*15%*

I am enclosing the proper 1J6 form for you to file in duplicate. Meanwhile, future orders of supplies in the categories of over-consumption are terminated.

It has also been reported to me by a School Board Member that, upon informal inspection of your building, he found nine pieces of clay (size not determined) on the walls and floor of room 20, scuff marks on the kick boards, and bent grass on the lawn adjacent to rooms 15 and 16. I have enclosed form 1J61 for you to file in triplicate.

When filing your report tomorrow morning please keep in mind, "my door is always open."

The book is a photographic and poetic record of Pinel, a small, nongraded school for children aged 5-14. It is available from Pinel, 3655 Reliez Valley Road, Martinez, California 94553 ($1.50).

New Publication

A method of instructional design suitable for any educational level is presented by the coordinator of Audiovisual Production Service at San Jose State College and new president of the Association for Educational Communications and Technology. The book is described by one of the author's colleagues as an "excellent publication, well-organized and straightforward."

Instructional Design; A Plan for Unit and Course Development, Jerrold E. Kemp, 1971, 130 pages. Available from Fearon Publishers/Lear Siegler, Inc., Educational Division, 6 Davis Drive, Belmont, California 94002 ($2.25).

How to survive in alternate video

How to participate in the process of alternate video and survive. That's what H. Allan Frederiksen offers in *Community Access Video*, a large, softcover publication done in the newsprint style so popular today.

Frederiksen offers advice on "sources of begging, borrowing or buying video equipment," "freeing your local cable for alternate programming," and "forming your own non-profit corporation for $20."

Using the experiences of the Community Service Television Project in Santa Cruz, California, he offers detailed information about video equipment, videotape distribution, cable television franchises, and marketing opportunities. He discusses the essentials of video technique, and finally sees an opportunity for experimentation and creativity through local origination on cable television.

Community Access Video (60 pages, 1972) is available through your bookstore from Book People, 2940 7th Street, Berkeley, California 94710 ($3).

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THIRD CLASS

NOW AVAILABLE AUG. '72

ERIC at Stanford

The Newsletter from the Clearinghouse on Educational Media and Technology

Ordering Information

Most documents listed here can be ordered, in microfiche or hardcopy form, from the ERIC Document Reproduction Service. If a document is not available from EDRS, information is given on where it can be obtained, or at least where it was published. **These documents cannot be ordered from the Stanford Clearinghouse or any other individual clearinghouse.**

All orders for ERIC microfiche and hardcopy should be sent to the following address:

ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014

Each document on microfiche is 65c, no matter how many microfiche are required. In hardcopy, documents from 1 to 100 pages long are $3.29, documents from 101 to 200 pages long $6.58, and so on. There are no extra charges for postage and handling.

Payment in check or money order must accompany all orders under $10.

IMPACT OF TECHNOLOGY

Within the next ten to fifteen years, major changes will have to be made in the training and retraining of teachers to give more emphasis on individualizing instruction, operating as a member of a team, assessing pupil achievement and diagnosing learning difficulties, providing a working knowledge of technology and selecting and/or producing instructional material and instructional systems, it is stated in:

Effect of Teacher Role of the Introduction of Educational Technology and Media Into Schools (ED 058 751). Anna L. Hyer, National Education Association, 1972, 55 pages. EDRS price microfiche 65c, hardcopy $3.29.

Usually the impact of technology is felt first in terms of the devices we use; then in terms of people and man-machine relationships. The next impact tends to be on the support systems. Lastly, the related goals and values of the total effort tend to change, according to:

Educational Technology: A Challenge for Librarians (ED 058 752). Anna L. Hyer, National Education Association, 1971, 19 pages. EDRS price microfiche 65c, hardcopy $3.29.

Engineers are mediators between science and humanity. They need to recognize the existence and value of the less rational components now coming into their own through the new culture. Engineers should turn towards humanism both in their professional and personal attitudes, according to:

The Humanization of Technical Man (ED 058 755). Gerd D. Wallenstein, San Jose State College, 1972, 21 pages. EDRS price microfiche 65c, hardcopy $3.29.

News about newsletters

"Why not," said our periodicals coordinator, "share the titles of some of the newsletters we receive with our readers?"

Why not? So here is a list of publications which might interest you, chosen with the following criteria:

1. the Clearinghouse library receives copies fairly regularly.

2. it is a smaller, perhaps less-known newsletter, as opposed to a popular journal.

Inclusion in the list is not meant to be an endorsement, but only an alerting service. Obviously, the list is far from inclusive. The Clearinghouse staff would be only too happy to hear of other "special interest" newsletters and pass their names on to readers.

Advanced Technology Libraries. AT/L, Becker and Hayes, Inc., Suite 907, 11661 San Vicente Blvd., Los Angeles, California 90049. $28/year—ten issues.

Behavior Today, The Weekly Newsletter. Box 2993, Boulder, Colorado 80302. $25/year. Published by Communications/Research/Machines, Inc., publishers of *Psychology Today* and CRM Books.

Changing Schools, An Occasional Newsletter on Alternative Schools. School of Education, Suite 328, Indiana University, Bloomington, Indiana 47401. $3/year includes minimum of 4 issues. Published by the Educational

(Con't on next page)

Are you searching for a computer search?

Where can you get a computer search of the ERIC file? In the last newsletter, several regional and state education departments which offer computerized searches were mentioned, including the Northern Colorado Board of Cooperative Service, and the State Departments of Education of South Carolina and Florida.

However, two neighbors of the Stanford clearinghouse were omitted. They are: the Educational Resources Center of the San Mateo County Office of Education, 590 Hamilton Street, Redwood City, California 94063 (415–369-1441, Ext. 2738) and the Southern California Area Information Network (SCAIN), Whittier College, Box 364, Whittier, California 90608 (213–693-0771).

Both offer local school districts free documents (many from the ERIC system) and do ERIC computer searches upon request. The Clearinghouse's good friend Frank Mattas is director of the Redwood City facility, and Dr. John F. Dean is director of SCAIN.

If you know of additional ERIC file computer search facilities, please let the Clearinghouse know.

Now Available
Number 24

The Clearinghouse is part of the Institute for Communication Research
Stanford University, Stanford, Calif. 94305

(Con't from first page)

Alternatives Project, Indiana University, in cooperation with the National Consortium of Alternative Schools.

Education-Training Market Report. "Serving the education and training community–officials, institutions, industry." 1730 Rhode Island Avenue N.W., Washington, D.C. 20036. $48/year, biweekly. Published by E.T.M.R., Inc., a subsidiary of E. F. Shelley and Company, Inc.

ETV Newsletter. "The biweekly news report of educational and instructional television." C. S. Tepfer Publishing Co., Inc., 607 Main St., Ridgefield, Connecticut 06877. $50 annually. Editor and Publisher Charles S. Tepfer.

Huntington Two Newsletter. (Appears to deal with computers in the classroom.) Polytechnic Institute of Brooklyn, 333 Jay Street, Brooklyn, New York 11201. No subscription information. Published monthly by Printout, Inc., 400 Weiner Dr., Champaign, Illinois 60544.

Instructional Technology. "A monthly report on the broad spectrum of efforts to develop technology for education and training–covering computers, information retrieval systems, teaching machines, closed circuit television, projection and recording systems, and other audio-visual equipment." Girard Associates, Inc., Box 455, Mt. Arlington, New Jersey 07856. $30/year.

Mass Media. "Religion, education, the arts, encounter." 2116 North Charles Street, Baltimore, Maryland 21218. $10/year. Biweekly. Published by Mass Media Ministries, a division of Mass Media Associates.

media mix. "Ideas and resources for educational change." Box 5139, Chicago, Illinois 60680. $5/year. Published monthly October-May.

NAEB Newsletter. Prepared for members of the National Association of Educational Broadcasters. NAEB, 1346 Connecticut Avenue N.W., Washington, D.C. 20036. Nonmember subscription $10/year. 21 times annually.

New Schools Exchange Newsletter. 701B Anacapa, Santa Barbara, California 93101. $10/year. Twice a month. No issues in July and August.

Open Education Newsletter. School-Within-A-School Program, Department of Education, Queens College, City University of New York, Flushing, New York 11367. No subscription information.

Report on Education Research. "The independent biweekly news service devoted to basic and allied research in education." Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Ave. N.W., Washington, D.C. 20037. $40/year. Affiliated with Education Daily.

SIGCAI Interface. "The Bulletin of the Association for Computing Machinery (ACM) Special Interest Group on Computer Uses in Education." ACM, 1133 Avenue of the Americas, New York, New York 10036. Nonmember subscription $6. Published in February, April, June, October and December.

Simulation/Gaming/News. P.O. Box 8899, Stanford University, Stanford, California 94305. $4 for five issues; every other month except in the summer.

The Videocassette and CATV Newsletter. "The Systems/The Market/The Future." Martin Roberts & Associates, Inc., Box 5128N, Beverly Hills, California 90210. $36/year. Published monthly.

The VideoPlay Report. C. S. Tepfer Publishing Co., Inc., 607 Main Street, Ridgefield, Connecticut 06877. $40/year. Published every two weeks. Editor and Publisher is Charles S. Tepfer.

GAMES

While games are not more effective than other teaching methods, they often teach processes, rather than facts, and they are just about the only medium teaching this, says the author of:

Games For Growth; Educational Games in the Classroom. Alice Kaplan Gordon, 1970, 205 pages. Available from Science Research Associates, Inc., College Division, 1540 Page Mill Road, Palo Alto, California 94304 ($4.95).

COMPUTER ASSISTED INSTRUCTION

Specific recommendations as to goals and aims, curriculum development, hardware implications, software considerations and information exchange are covered in:

Perspectives and Policies: The Use of Computers in Higher Education (ED 058 757). Organization for Economic Cooperation and Development, 1971, 34 pages. EDRS price microfiche 65c, hardcopy $3.29.

The presentation of programed lessons at a computer terminal was found to be equally effective as printed material. However, the computer was found to be less efficient in terms of student time and to be more costly than the workbook format, according to:

Computer Assisted/Programmed Instruction on the Law. Final Report (ED 058 724). Peter D. Lenn and Thomas F. Maser, 1971, 51 pages. EDRS price microfiche 65c, hardcopy $3.29.

The development of a testing program, a counseling simulation program, an interactive process analysis program, and a computer program for use on remote terminals to provide a linguistic analysis of interview content are the objectives of:

The Development and Evaluation of an Interactive Computer System for Use in Counselor Education. Final Report (ED 058 744). Edward W. Pepyne, Hartford University, 1970, 166 pages. EDRS price microfiche 65c, hardcopy $6.58.

VIDEO

Oregon State University employs its cable channel nearly full-time to televise courses. The University of Oregon employs its channel, not to present course materials directly, but to supplement live course presentations by providing programming at the request of the faculty. The systems are described in:

Cable Television and Higher Education: Two Contrasting Experiences (ED 058 729). Leland L. Johnson, Rand Corp. 1971, 53 pages. EDRS price microfiche 65c, hardcopy $3.29.

Cable television will have the highest penetration in areas with two or fewer local signals; large stations will likely gain and small stations lose audience as a result of cable growth; and strong positive relationships will exist between quantity and quality of public service and local programming and station revenue, it is predicted in:

Potential Impact of Cable Growth on Television Broadcasting (ED 058 730). Rolla Edward Park, 1970, 89 pages. EDRS price microfiche 65c, hardcopy $3.29.

A teacher educator can use a videotape of the teacher's own performance as a stimulus for counseling and behavior change, according to:

Counseling Teachers; Using Video Feedback of Their Teaching Behavior (ED 058 760). Frances Fuller and Harry Baker, Texas University, 1970, 118 pages. EDRS price microfiche 65c, hardcopy $6.58.

There was more viewing of violent programs among children who did a significant amount of television watching with their parents present, and the child more often finds the use of violence justified when the parents watch a substantial frequency of violent programs, according to:

Children's Television Behaviors as Perceived by Mother and Child (ED 058 750). Bradley S. Greenberg and others, Michigan State University, 1971, 24 pages. EDRS price microfiche 65c, hardcopy $3.29.

Family attitudes toward aggression showed the most persistent relationship to a child's aggressive attitudes. However, exposure to television violence also made a consistent, independent contribution to a child's notions about violence, according to the findings of:

Girls' Attitudes Toward Violence as Related to TV Exposure, Family Attitudes, and Social Class (ED 058 749). Joseph R. Dominick and Bradley S. Greenberg, Michigan State University, 1971, 19 pages. EDRS price microfiche 65c, hardcopy $3.29.

Perceived effectiveness of violence is directly affected by television exposure for both middle and lower class boys. Family attitudes toward aggression as known to the child, and the social environment of the family have a persistent impact, it is reported in:

Attitudes Toward Violence: The Interaction of TV Exposure, Family Attitudes and Social Class (ED 058 748). Joseph R. Dominick and Bradley S. Greenberg, Michigan State University, 1970, 27 pages. EDRS price microfiche 65c, hardcopy $3.29.

SYSTEMS

Do you need practice in the actual preparation of teaching goals in terms of relevant, practical objectives? Try:

Preparation of Learning Objectives (ED 058 721). Department of the Navy, Washington, D.C., 1968, 172 pages. EDRS price microfiche 65c, hardcopy $6.58.

A course was developed for presentation to non-data processing management personnel whose responsibilities include utilization of data processing services. All course material is included in:

Systems Design Orientation. Final Report. Oklahoma State Dept. of Institutions, Social and Rehabilitation Services, 1971, 207 pages. Available from National Technical Information Service, Springfield, Virginia 22151 (PB-199 648; microfiche 95c, hardcopy $3).

The central problem that American education poses for society is that the enterprise is appreciably underproductive when judged against standards and requirements of the postindustrial era. This problem will not be solved until the instructional system design process is better understood, it is stated in:

Educational Productivity and the Instructional System Design Process (ED 058 761). Joseph F. Follettie, Southwest Regional Educational Lab., 1972, 75 pages. EDRS price microfiche 65c, hardcopy $3.29.

T.I.L.L. offers advice to administrators

We call your attention to a relatively new publication, **The Individualized Learning Letter. T.I.L.L.** is a guide to elementary and secondary school administrators who are interested in increasing the individualization of instruction and learning in their schools. It covers general trends and specific case histories of schools which have launched individualized instruction programs. Special emphasis is placed on how to institute new programs: getting teacher cooperation, student involvement, school board and parental acceptance and funding.

Topics include: Use of behavioral objectives in a systems approach, the open or informal classroom, differentiated staffing, flexible scheduling, and accountability.

Subscription for one year (18 issues) is $40. For a free copy, write to **The Individualized Learning Letter**, 67 East Shore Road, Huntington, New York 11743.

T.I.L.L. also announces publication of a 1972 Bibliographic Guide to Individualized Learning and Informal Learning. The 15-page guide is $2, available from the above address.

Turn off the TV for a minute . . .

Let's set aside the TVs, computers, and audiovisual aids for a minute to discuss another medium–print.

Have you always wanted to get into print?

Why not let ERIC (Educational Resources Information Center) publish your dissertation, speech, project report, program description? Have you been involved in an innovative educational venture? Have you done some original research? If so, you can share it with others by submitting a written report to ERIC.

Let us review your paper for inclusion in Central ERIC's monthly collection, *Research in Education*. If you'd like to submit a document, send two clean (suitable for Xerox reproduction) copies to the Director of Acquisitions, ERIC Clearinghouse on Media and Technology, Stanford University, Stanford, California 94305.

NOW AVAILABLE

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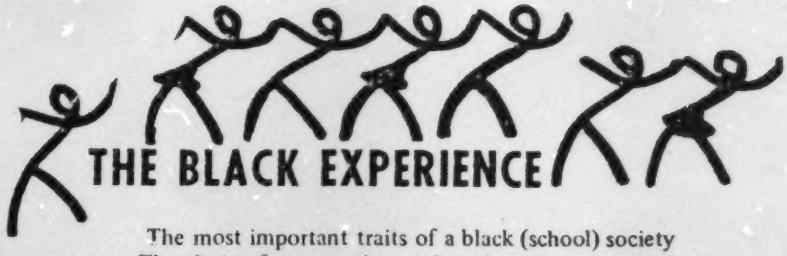

The most important traits of a black (school) society are: The desire for a surplus, rather than just enough; a willingness to insult other black students with epithets which whites use against blacks, and "The Plop Response"–a kind of terror that comes from an overwhelming sense of powerlessness. Ghetto schools are only the most visible sign of the failure of our whole school system, says the author of:

The Way It Spozed to Be; A Report on the Classroom War Behind the Crisis in Our Schools. James Herndon, 1968, 188 pages. Available from Simon and Schuster, 630 Fifth Avenue, New York, New York 10020 ($5.95).

Curriculum packages for teaching about black culture and history were evaluated according to 1) whether their assumptions were based on African values and perspectives, 2) whether they destroyed stereotypes held by non-black students, and 3) whether they provided positive identity reinforcements for black students. Forty such packages are described in:

Teaching Black; An Evaluation of Methods and Resources (ED 058 717). Stanford University, California, Multi-Ethnic Education Resources Center, 1971, 105 pages. EDRS price microfiche 65c, hardcopy $6.58.

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NOW AVAILABLE NOV. '72

ERIC at Stanford

The Newsletter from the Clearinghouse on Educational Media and Technology

For a limited time only....

Now available, for a limited time only (until the supply is exhausted), are single, complimentary copies of the second annual WEST conference proceedings. *Report of the Second Annual Conference; Western Educational Society for Telecommunications, 1972,* compiled and edited by Richard B. Elliott, is available from the ERIC Clearinghouse, Stanford University, Stanford, California 94305.

Also available are complimentary copies of "Broadcasting and Education" by Warren F. Seibert, which originally appeared in the June 1972 issue of *Educational Broadcasting Review.*

Both of these publications were commissioned in part by the Stanford Clearinghouse, and are examples of how ERIC can work hand-in-hand with other groups to disseminate information.

Magazines for listening

Heard any good magazines lately?

If press releases can be believed, it seems that cassette tapes are the up and coming development in magazines.

One release received by the Clearinghouse heralds the first issue of "a magazine which may change the future of U.S. poetry." *The Black Box* is apparently the first literary magazine to be published entirely on cassette tapes. It's enclosed in a black (naturally) box which resembles a paperback book. The first issue includes work by such poets as James Tate, Jerome Rothenberg and Nobel laureate Pablo Neruda. The founder of *Black Box* is Alan Austin, former literary editor of *motive.*

Black Box is published bimonthly at a cost of $20 for six issues. For further information contact Alan Austin at 3735 Jocelyn Street N.W., Washington, D.C. 20015.

Says Austin: "We don't fool around with antique by-the-line or by-the-page rates. We pay our contributors by the minute."

• • •

Then there's *INPUT*—an audio-magazine published by the Thomas More Association—"created especially to help you explore the basic issues and problems of Christian life in the contemporary world." *INPUT* is published eight times a year. The sixty-minute tapes cost $49.95 for a year, but the Association is offering a special three-issue trial subscription for $14.95 (payment with order).

"Most issues focus on a particular theme, sometimes with multiple approaches within the program—an electronic magazine to play when you wish, and as often and to as many listeners as you wish. You can even take *INPUT* with you in the car. *INPUT* is as flexible and accessible as it is novel and interesting," its creators state. Techniques include "personal interviews, lectures, overheard conversations and barroom arguments."

INPUT is edited by Todd Brennan, producer of the Thomas More Association's cassette series, Meditapes.

For further information contact the Thomas More Association, 180 North Wabash Avenue, Chicago, Illinois 60601.

• • •

More familiar to today's educator, perhaps, is a new Educational Technology Tape Series, "Conversations with Doers—Not Doubters." These thirty audio tape cassettes were recorded live at the First and Second Annual National Educational Technology Conferences, sponsored by *Educational Technology* Magazine. Each cassette carries an extended discussion of a specific aspect of educational technology, such as Individualized Instruction, Simulation and Gaming, An Innovator's View of Accountability, etc.

The cassettes are $7.50 each. The complete set of 30 is $175. Contact Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 17632 for further details.

News about newsletters (continued)

In the last newsletter (August), a list of several less-well-known special interest newsletters was presented, together with a request that readers who know of others let us know.

We can't say the response was overwhelming, but we did receive a satisfying number of additions to our list. Here, then, are some more newsletters which may be of interest to educators involved with media and technology. Inclusion on the list is not meant as an endorsement, but

(cont. on next page)

Special Report On Children's Television

The middle insert of this newsletter concerns what's happening with children's television today, and is offered as a special bonus to *Now Available* readers.

Included are: First-hand impressions of the October panels held before the FCC which covered nearly all significant issues that have been raised about children's television; on-the-spot reports from the Third National Symposium on Children and Television sponsored by Action for Children's Television; and a bibliography of books, journal articles and groups involved with children's television.

Reporters for this special section are Judith Yarborough, Clearinghouse assistant director, and Sally Williams, executive director of the Committee on Children's Television, San Francisco.

Feel free to disengage the center section and pass it on to interested persons. Or write the Clearinghouse for additional copies.

(cont. from page 1)

only as an alerting service.

New Ways in Education, a monthly newsletter "explores what is happening with the new schools movement in Southern California; issues of national interest directed toward humanizing education," etc. 1778 S. Holt Avenue, Los Angeles, California 90035. $5/year–monthly. Editor: Gladys Falken.

Newsletter published by Catholic Audio Visual Educators. Sister Jeanette Clair, Our Lady of Angels College, Glen Ridge, Pennsylvania 19037. $7/year, September-August. Includes a year's subscription to "Today's Catholic Teacher."

EPIEgram. Published by Educational Products Information Exchange Institute, 463 West Street, New York, New York 10014. Twice monthly, October through June, $24/year. ($15 for members of EPIE).

This brand new periodical is billed as "the educational consumers' newsletter–non-profit, consumer-supported, unbiased." Sounds like a great idea. The first issue includes a warning against a company which sells "a system" of programmed instruction for twice what it is worth and gives wrong answers as well. Names are named.

A bulletin which we listed as the **SIGCAI Interface** in the August list turns out to have a new name. At least we think it does. The following comes from Alfred M. Bork, chairman of the sponsoring group:

"The group which was called SIGCAI, referred to in your list, is now called **SIGCUE**. You have the title right–Computer Uses in Education–which is where the "CUE" comes from. We no longer refer to our publication as Interface, we simply call it **SIGCUE Bulletin.**"

It's available from 1133 Avenue of the Americas, New York, New York 10036 for $6. Published in February, April, June, October and December.

The continuing search for computer searches

More computer search facilities which have the ERIC data base–as sent in by readers:

Tennessee Research Coordinating Unit at the University of Tennessee, Dr. Garry R. Rice, Director. Any inquiries regarding searches may be directed to Mrs. Dee Wilder, Information Specialist, Tennessee Research Coordinating Unit, The University of Tennessee, College of Education, Knoxville, Tennessee 37916 (615 974-3338). There is a $15 charge per search.

For Contra Costa County users only. Educational Media Services at 2371 Stanwell Drive, Concord, California 94520, has Lockheed's Dialog system which can search the ERIC data base. Director is John Jegi. Phone is (415) 689-4353.

Good news. Central ERIC is now assembling a directory of all presently operational users of the ERIC data base, listing addresses, telephone numbers, staff contact points, files in use, computer configuration, software, services offered, etc. It is also planning a central clearinghouse/referral center for information concerning the ERIC data base, and a quarterly Tape Users Newsletter. Several tape users conferences are also planned.

A and A Quiz

Test your knowledge with this abbreviation and acronym quiz. If you're in a competitive mood, send your answers to the Clearinghouse. The staff promises to find suitable rewards for the big winners.

Complete answers will be given in the next newsletter. Of course, all the terms have some relation to educational media and technology.

CATV _____
WEST _____
SGN _____
ERIC _____
NAEB _____
EDRS _____
CPB _____
OE _____
NIE _____
NTIS _____
AED _____
NCET _____
ACT _____
AERA _____
AECT _____
AEDS _____
PACE _____
EPIE _____
HumRRO _____
NHK _____
BASIC _____
SMPTE _____
NICEM _____
GIGO _____
LASER _____
NAVA _____
NSPI _____
SESAME _____
NCEC _____
RIE _____
CIJE _____
JOVIAL _____
ASAP _____
ASIS _____
CPU _____
CRT _____
EOP _____

Law series for cable TV

Cable television is slowly coming into its own as a community education facility. One example of the potential of CATV to educate and inform its viewers is a ten-part script series published for exclusive use by CATV stations.

Written for local origination, the half-hour scripts are titled, "This Is Your Law," based on publications of the California State Bar Association.

The scripts are written so that CATV operators can call on local lawyers and other residents within the broadcast area to take part in the programs. Issues covered include: Hair, Dress, Drugs, Crime; Speedy Justice; Family, Money, Credit; and Law and Young People.

Scripts are available in English and Spanish, with other series being developed on sex and health, and neighborhood ethnic issues. The scripts were prepared by Communications Library, 1535 Francisco Street, San Francisco, California 94123.

Special report November 1972

Children and Television

Last month, two separate events of national scope focused the attention of educators, parents and politicians alike upon the subject of Children and Television.

From a single letter from an irate parent to numerous well-researched volumes submitted to the U.S. Surgeon General, hundreds of thousands of words have been written and spoken on the subject of children's programming.

Much of the most relevant and timely material was collected and presented at the two gatherings last month: the FCC panels in Washington, D.C., and the Third National Symposium of Action for Children's Television at Yale University.

The three days of panels October 4-6 climaxed 32 months of inquiry into children's TV programming by the Federal Communications Commission. The panels were designed to provide an airing of all significant issues raised thus far, including commercials aimed at children, the proper role of government, and "age specific" programming.

Ms. Sally Williams, executive director of the San Francisco-based Committee on Children's Television, was an eyewitness to and participant in these panels, and serves as the ERIC at Stanford reporter for this event.

The ACT Symposium on Children and Television held October 15-17 brought together experts from a wide range of professions to examine the effects and importance of television in the lives of young children. Child development professors and advertising executives, parents and teachers, students and businessmen, all joined in focusing their attention on two major aspects of American children's television: the criteria for producing programs, and the need for adequate financing.

Ms. Williams and Judith Yarborough, Clearinghouse assistant director, served as ERIC at Stanford reporters for this event. Both attended and took part in the proceedings.

FCC Hearings

by Sally Williams

INTRODUCTION

The FCC panels on children's television tried to talk about television's role in the life of a pre-schooler (2-5) and in the life of a middle-age child (6-12). Held early last month in Washington, D.C., the panels were designed to explore new ways for television to enhance the quality of play (entertainment) for children, and to define alternative methods for financing children's television.

The panels achieved some of these goals–perhaps too few because the panelists were predominantly broadcasters and advertisers. Only four panelists of 44 represented minority groups – 2 Black and 2 Spanish surname – and one of these was a broadcaster. Only six represented public interest groups, and only 8 were women.

HIGHLIGHTS

Panel I: Content Diversification

Panel 1's instructions were to discuss the needs of children and how the content of children's programs can relate to these needs. They were to discuss the variety of programming approaches that could be utilized in children's

(cont. on page 3)

ACT Symposium

by Judith Yarborough
and Sally Williams

In the Monday afternoon session, producers of current children's television programs discussed their criteria and philosophy and showed excerpts from their programs. The panel moderator, John Culkin, director of the Center for Understanding Media, paraphrased Alexander Pope by saying that "the proper study of television is television itself" and asked the panel members to give 15 minutes' worth of their view of television.

David Connell, vice president for production at Children's Television Workshop, spoke about the need for a strong and effective research program. He said that CTW spends $614,000 annually for research to help them set general educational goals, establish curriculum goals, define the nature of the audience, and test program segments for

"... there needs to be a good working relationship between the researcher and program producer."

effectiveness. He described the use of "distractor tests" which pit the instructional program segment against slides of appealing subjects to see which presentation the child watches. Along with the research itself, he noted, there needs to be a good working relationship between the researcher and program producer so that the results of the research are actually incorporated into the programs.

Gail Frank, producer of a half-hour Boston-based show called "Jabberwocky," spoke of her desire for

(cont. on next page)

A centerfold supplement to *Now Available No. 25* published by

The ERIC Clearinghouse on Media and Technology
Stanford University Stanford, California 94305

(cont. from page 1)

television programs that deal with the "gray areas of education," and offer an honest approach to the problems of everyday life for children–deciding ethical questions, relating to other children and adults, and promoting good communication with authority figures like policemen, teachers, and parents.

Views on the goals of children's TV programs are exchanged at the ACT Symposium by panel members (from the left): Christopher Sarson, executive producer of "ZOOM"; David Connell, vice president for production of Children's Television Workshop; Fred Rogers, host of "Mister Rogers' Neighborhood"; Morrie Turner, creator of "Kid Power"; and John Culkin, director, Center for Understanding Media.

Fred Rogers, producer and host of the well-known "Mister Rogers' Neighborhood," described his goal as "facilitating communication within the family." Children are often exposed to experiences far beyond what their egos can deal with effectively, he contended. And he called upon television to provide images of trustworthy adults who can modulate these experiences.

"Don't get caught up in the notion that complexity implies quality," he cautioned. "Simplicity is the key. But programming should not be childish as it helps children discover their own boundaries of self," he concluded.

ACT would like to see more "age specific" programs on TV–programs aimed at limited age groups rather than at the general 2 - 12-year-old child audience.

"ZOOM," a weekly half-hour show on public television, is one example of this type of programming. Aimed at 8 – 12-year-olds, it uses materials submitted and performed by children, according to Christopher Sarson, executive producer. He tries to present representative children–not professional actors–as models and moderators for the audience, Mr. Sarson explained. Generating 2,000 letters a day from children, "ZOOM" is the second most popular show produced by PBS, he noted. (The first is "Masterpiece Theater.")

Financing children's television was the topic for the Tuesday morning session. "Who pays whom how much for what?" was the central question of the day, according to Panel Moderator Robert Lewis Shaynon, professor of communications at the Annenberg School of Communications, University of Pennsylvania.

"Children should be removed from the marketplace altogether."

Peggy Charren, president of ACT, spoke for the public. It is they, she said, who ultimately pay for children's television either through taxes for such shows as "Sesame Street" and "The Electric Company," or through higher costs for products advertised on TV.

Children should be removed from the marketplace altogether as soon as possible, she said, and soundly condemned the practice of selling directly to youth.

Ways of removing advertisements from children's programs were then explored by Dr. William Melody, professor of communications and economics at Annenburg School of Communications, who prepared a study on that subject for ACT.

"The networks are in the business of 'selling eyeballs' to advertisers."

Industry must maximize profit, he explained, while attempting to perform public service in such a way that it doesn't detract from that profit. The networks are in the business of "selling eyeballs" to advertisers, and have found children a profitable market.

Dr. Melody suggested that cable television operators are in a position at this time to make commitments of quality programming because their potential revenue does not stem entirely from advertisers, but from subscribers as well. They are now in the stage of selling cable systems rather than audiences and therefore have a greater flexibility in programming.

Attempting to work with cable operators, he said, does not mean giving up on the commercial networks. He recommended a several-year program of phasing out commercials and replacing them with institutional sponsors or revenues from other sources. The FCC is in a position to require such a phase-out, he contended.

Kenneth Mason of Quaker Oats Company offered a proposal to upgrade the quality of Saturday morning shows without radically changing the ways shows are financed. In business, the rule is to maximize the returns you get from the assets you employ. In spite of the nearly $100 million spent a year by advertisers on children's television, he noted, very little in the way of quality programing has resulted. He then proposed a "children's hour" on Saturday morning at 11 o'clock to be simulcast on all three major networks. This would triple the money available for the show and would be in the already-established tradition of "pooling" which the networks use for major news events. Commercials would be rotated through the shows on each station, assuring that no station would lose revenue from the venture. The one unacceptable alternative, he emphasized, is that television programs for children go on for the next ten years as they have for the last ten.

". . . (like) shooting fish in a barrel."

Joan Ganz Cooney, president of the Children's Television Workshop, returned to the topic of advertising to children. She condemned the practice vigorously, calling it "shooting fish in a barrel . . . a direct appeal to consumers who are illiterate, unemployed, unemployable, and dependent for their welfare on others." The public now pays both the direct and indirect costs of the present system and even if it meant less commercial television programs for children, removing advertisements to children would be preferable to the "bad teeth and warped value systems" that result from the present system.

In rebuttal, Michael Eisner, who is in charge of program development for children at ABC-TV, stated that financial stability is necessary to produce creative programs: The profits from existing shows are the capital for developing new kinds of shows. He pointed out that unions and talent packaging agencies do not lower their charges for children's television shows. ABC has begun to cluster commercials within children's programs, he said, resulting in fewer program interruptions.

No other means of financing children's programming

were discovered in a final question and answer period. Participants agreed, however, that the quality of television shows for children and the question of the morality of selling to children are separate issues. Although they are linked in some ways, they require different approaches for solution.

William Kessen, professor of psychology at the School of Medicine, stated that one of the reasons children's shows were an "animated wasteland" is that "the problems posed to children are the same as those posed to adults. Not only are the problems inappropriate, but only a limited number of solutions as offered, and often the solution comes about through the stupidity of the authority figure." "All in the Family" and its Saturday morning animated version, "The Barkleys" were cited as an example.

The importance of heroes, especially for Black children, was the topic of Wendy Glasgow, a Black assistant

"... mighty white of you."

professor in social work. She reminded the virtually all-white symposium audience that it is important for television to differentiate between characterizations and stereotypes. Commenting on ABC's new cartoon, "Kid Power," she noted unconscious slurs should be avoided–such as a phrase used in the cartoon, "That's mighty white of you."

Melvin Lewis, professor of clinical pediatrics and psychiatry, continued the discussion of role models as he discussed the problems that television presents to children in the area of sex role types. He felt there is no range in the portrayal of sex roles on television, and particularly in the area of sex assignments in terms of career roles. When a member of the audience commented that today's television is raising subjects forbidden a few years ago, Dr. Lewis responded, "To bring up a subject to talk about it, but not deal with it, is worse than ignoring it."

"Directions for Change" panel moderator, Albert Kramer of the Citizens' Communication Center in Washington, D.C., has been providing legal advice to citizens in the area of broadcasting since 1969. Mr. Kramer, noting that the airwaves are public, pointed out that broadcasters had assumed "ownership in an intellectual sense" which he felt was worse than "ownership through bribery." Stating that all groups will have to put the FCC in the hotseat in order to implement regulatory process, Mr. Kramer introduced Joan Zeldes Bernstein, a lawyer with the Federal Trade Commission, to discuss the role of a federal agency in the development of rules that protect the consumer.

Although Ms. Bernstein spoke as an individual and not for the FTC, she expressed the FTC's commitment to truth and responsibility in advertising and particularly in advertising directed to vulnerable children. While policing for mis-representations is one of the FTC's functions, Ms. Bernstein felt that of the remedies available to the consumer, "disclosure" was more important than corrective advertising. Examples of disclosure cited by Ms. Bernstein were the print disclosures on cigarette packages and permanent labeling giving directions for the correct care of the clothing. Ms. Bernstein felt that the legal principles behind disclosures were applicable to TV advertisements directed toward children.

Letty Cottin Pogrebin, consultant on feminist issues, did not think that sexism in television for children was limited to advertising. A general view of women portrayed on television, reported Ms. Pogrebin, "stereotypes them as being obsessed by trivia, giggling, inept, and always testing a product." In situations on television in which a man would be described as assertive, a woman would be described as aggressive. She pointed out "there are no *married* working women on television situation programs," and capped off

"... only four female leads and two of them were witches!"

her report with statistics from a study of television programming viewed by children in the Washington, D.C. area: "Within all of the programs studied, there were only four female leads and two of them were witches!"

Sally Williams, executive director of the Committee on Children's Television, San Francisco, described the climate in which experimentation and freedom could take place. She described how a small group could organize the local community into a potent group which could command local station attention and engage management in serious negotiation about improving the quality and quantity of children's programming. The CCT guide, "Climate for Change," outlining the organization of a community media group and effective legal actions is listed as a resource in this newsletter.

The concluding panelist in the Symposium gave everyone something to remember when he answered the central question posed by the symposium, "Who is Talking to Our Children?" William Wright, director of Black Efforts for Soul in Television revealed that a pilot study done by BEST for ACT analyzing the treatment of Black and other minority groups on network children's television found that non-American and non-white cultures were referred to negatively almost every time they were mentioned, and that Black and other minority characters made up only a small percentage of characters–7% Black and 2% other minorities. All figures of authority or sources of information were white and all four references to American Indians were derogatory. Mr. Wright's report stated, "It is horrifying to realize how much stereotyped thinking and bigoted information is being absorbed by young minds while watching these programs."

Copies of the BEST study and a full transcript of the symposium are available from ACT, 46 Austin St., Newtonville, Massachusetts 02160.

(cont. on page 5)

FCC Hearings (cont.)

shows. They were to examine the practical problems and to discuss the establishment of programming priorities.

"Television introduces children to the world." Frederick Greene of the U.S. Office of Child Development said that the relationship of children to television means "everything children see is information and affects their development. Since pro-socialization learning is as important as cognitive learning, the chronological and cultural level of children must be recognized when developing entertaining–informative programming as they are recognized in the development of school curriculums." Dr. Greene emphasized that an important first step in achieving improved programming for children is to make a profession out of the development of children's programming.

FCC Commissioner Nicholas Johnson noted the importance of the involvement of advertisers in working for better program fare for children: over 25% of children's TV

"If a teacher was paid ... for how much popcorn she could sell between classes, her teaching style would be affected too."

is commercials. He suggested that, until change occurred, responsible advertisers would have a difficult time finding quality programming to sponsor. "After all," commented Commissioner Johnson, "if a teacher was paid on the basis of how much popcorn she could sell between classes, her teaching style would be affected too!"

Panel II: Age Specific Programming

One of the few conclusions reached by any of the panels during the three-day session was that pre-school children (2-5) and middle-age children (6-12) have different needs that should be met by television programs designed especially for each age group.

Neil Morse, co-chairman of the Committee on Children's Television (San Francisco) established the climate for the panels by outlining the developmental needs of children. These needs vary and change as children grow: (1) Pre-school children require a strong sense of security and cannot distinguish between fantasy and reality. (2) Older children must develop self esteem, competency, and a sense of how to channel aggression constructively as well as how to deal with their environment.

Importantly, older children adopt many television figures as role models. Mr. Morse pointed out that broadcasters must be aware of needs and interests of children before they can program to serve these needs and interests. Because broadcasters have ignored the FCC requirement to ascertain the needs and interests of children, programming for children has been a dismal failure. Mr. Morse, basing his remarks on the FCC's "Primer on Ascertainment of Community Problems," stated that the best hope for improved children's programming lies in the FCC's enforcement of ascertainment requirements.

The responsibility for television service lies with the individual licensee. A licensed station's programming concepts should flow directly from the station's contacts with educators, child specialists, parents, and others concerned with children. Utilizing this information, the children's schedule assembled by the station would include programming from networks and syndicators that the station needs based on its ascertainment studies. As well, some local programming would be designed to meet unique local needs of children. (Native Americans in the Southwest do have needs that differ from the Asian children of San Francisco or the French-speaking communities in the Northeast.)

Panel III: Responsive Scheduling

Chairman Dean Burch led off the questioning by asking Mrs. Evelyn Sarson, executive director of ACT, "If we took away the profit motive, would more children watch television?"

Interpreting this question to mean would there be better programming with more viewers, Mrs. Sarson responded, "We must provide incentives to get good children's programming." Turning to the other panelists, Chairman Burch asked: "If the FCC gave incentives like a five year license, how could we guarantee that broadcasters would fill the time with quality programming?" Except to note that the tax dollar of Americans has been expended through public broadcasting to demonstrate the diversity of the media, this question received no comment other than some happy smiles on the faces of broadcasters.

Since the major problem facing this panel concerned the sparsity of children's programs on weekday afternoons, a good deal of discussion time was given to UHF and independent stations' service to children in that time period.

Commissioner Robert Lee asked Richard Block of Kaiser Broadcasting about the reception of UHF in the inner-city. It wasn't clear that Mr. Block's response of "no paucity" meant that the inner-city could receive UHF signals or that the inner-city liked to watch UHF. However, Mr. McKinney-Smith of WDRX-TV, Paducah, had no trouble responding to the question. He said: "UHF is a bastard child. I'm constantly reminded of it by advertisers, viewers, and when trying to get a network affiliation."

Evelyn Sarson pointed out that independents were showing old cartoons and old network situation shows on weekdays to children because they were inexpensive. Mr. Block preferred to think that "the evolution of children's programming to the independents was caused by the vacuum the networks created."

A discussion by the panelists of the new NAB Code limiting the amount of weekend advertising to children caused Mr. Block to comment, "Any regulation regarding the quality and quantity of children's programming should be limited to the weekends because regulation would hurt the independents who rely on a child audience on weekday afternoons." Mr. Block felt that he already had a responsible weekday afternoon schedule for children and cited "The Little Rascals" as an example. Although this program is regarded as demeaning by many Blacks, Mr. Block felt that this was "a beneficial program that would aid integration."

"... television is replacing an environment."

Dr. John Condry, Department of Human Development, New York State College, pointed out that television is replacing an environment. "Parents used to read to kids and pass along traditions. Can't television pick up these traditions in all their diversity and pass these along instead of the 'Flintstones'?"

Panel IV: Children's Television and Advertising Practices

This panel was held in two sections. The first section dealt with the question of the appropriate amount of advertising and clustering of commercials, and the second section dealt with the appropriateness of children's show hosts selling products to children.

Ray Hubbard of WTOP-TV, Washington, D.C., said he found clustered commercials profitable and responsible.

But there was no opportunity for panelists to explore the issues surrounding advertising in any depth.

The second question of "No Host Selling" is a moot point for 40% of the stations in the country. The National Association of Broadcasters Code Authority has ruled that hosts will not sell to children after January 1, 1973.

Robert Keeshan (Captain Kangaroo) stated, "My own personal prejudice would cause me to agree that there is a conflict in the host doing both jobs."

On the other hand, Happy Rain, a children's show hostess from Charleston, South Carolina, and Larry Harmon ("Bozo") believed that hosts had to sell, not only to stay alive, but, as Sherman Headley of WCCO-TV, Minneapolis, put it, "Who else would do the commercials? ... "Ads are good because they condition kids for the real world."

"I just tell her (daughter) I know Momma said it on TV, but you can't have it!" (Children's TV program hostess).

While Happy Rain wanted children to believe her, she retorted when asked how she handled matters with her own

child, "I just tell her I know Momma said it on TV, but you can't have it!" Wanda Lesser, a Charleston mother informed the commissioners that 2,000 families have joined the Charleston's Citizens for Better Broadcasting to protest Happy Rain's mistreatment of children.

Katherine Lustman of the Yale Study Center commented, "There are many cultures without commercial television where children still play imaginatively with creative toys. This push button, battery-operated world has reduced the quality of play in our children."

Panel V: Alternative Methods of Financing

Joan Ganz Cooney of the Children's Television Workshop set the stage by stating "commercial television's children's programming is a disgrace." She expressed alarm that "we're asking two businesses–broadcasters and advertisers–to make decisions about what's good for children." Personally, she felt "there would be no grave loss in the world for children if Saturday morning were wiped out." However, she went on, "Saturday morning is there so we must talk about how to improve it." Ms. Cooney suggested, "We need to concentrate on making decisions based on children and not on the industries' or the advertisers' needs."

Ms. Cooney was displeased that the response she most frequently heard from broadcasters was that there is no evidence that Saturday morning fare is harmful to children. Ms. Cooney said that this response avoided the question and she insisted that "children must be removed from the profit center of broadcasting."

Al Fields of Health Tex, Inc. echoed the views of a previous panelist when he reported that he was having difficulty finding quality children's shows to sponsor. Mr. Fields reported that the sales of Health Tex reflected the success of supporting quality programming through institutional advertising. "If," he said, "the networks would pre-advertise the fact that a company was supporting or underwriting a children's program, more companies would become interested in institutional advertising."

Fred Pierce from ABC pointed out that "institutional advertising is saved for prime time."

Commissioner Hooks seemed puzzled by Mr. Pierce's flat answer and asked, "Why can't you underwrite during children's hours and announce during adult time that a program was going to be aired for children sponsored by a certain company?"

Mr. Pierce, reflecting for a moment, answered, "An advertiser has the option to use his billboard time as he wants" . . . (pause) "We don't promote our children's shows, but it might be worth considering."

Commissioner Rex Lee raised the question, "Why can't we get quality programming distributed?"

Edmund Smarden of Carson-Roberts, Inc., the ad agency for Mattel and developers of a bartered children's program "The New Zoo Review" said he felt that children's programs could be produced and distributed if the government would make small business loans available to broadcasters for interim financing. He also felt that it would be beneficial if there was a special reduced pay rate for labor participating in children's shows.

Panel VI: Self-Regulation

Herminio Traviesis of NBC felt his network had an effective in-house procedure for judging children's programming. Although NBC is a Code supporter, Mr. Traviesis questioned any kind of regulation because "taste is a subjective thing."

Dr. Ithiel de Sola Pool of MIT commented that the current state of children's programming is evidence that some kind of regulation is needed. Although he preferred that the FCC exercise its obligations, he asked, "How do you get pro-social programming through self-regulation?"

Stockton Helffrich, as spokesman for self-regulation, said that he sees the Code Authority of the National Association of Broadcasters as being only able to "go in the direction its constituents want it to go." Presently, the only persons participating in code development are the NAB constituents who can only be broadcasters. When asked why the participation was limited, Mr. Helffrich said that he felt that non-code members with views that oppose the Code could be invited to address the Code "if it was reasonable and feasible for the Code to invite them to speak."

Steve Bluestone, a former editor at the Code Authority, said that the NAB does know the answers to many questions raised by the panels and that the Code has withheld the information. Mr. Bluestone was particularly unhappy that the Code had not published the results of some of its own studies that affected children's television.

Bluestone's sense that "the Code Authority doesn't feel the pulse of the country and interpret it into code," was shared by Donald McGannon, president of Westinghouse Broadcasting, Inc.

Mr. McGannon stated, "Self-regulation does not work, but it could." He said the Code's "commercial standards were ludicrous and needed rewriting." Further, he suggested "public members need to be added to the Code Board."

Commissioner Lee was quick to note that "the only thing wrong with the Code is that there are no sanctions."

Ruth Handler of Mattel Toys had a remedy for NAB's problems. She proposed that the NAB Code be replaced by "CARA." She offered the services of the Mattel staff to write new standards for commercial messages for children. She announced that "all participating stations would receive the CARA sign of approval for their toy ads," and added that "stations violating the CARA code be turned over to the FCC." Mrs. Handler felt that she was qualified to write a new code because she knew a lot about self-regulation and that she "loved my children and grandchildren and wanted them to grow up to be good corporate citizens."

ACT Symposium (cont.)

"For most children, television is the society at large," according to Richard H. Granger, associate professor of clinical pediatrics at Yale University. His remark set in motion a discussion of how television affects a child's development, with Yale University's Child Study Center staff providing the information.

"The messages of television are accepted by a child," continued Dr. Granger, "because of the parents who allow the child to watch television, and because of the child's acceptance of the authority of the (televised) adult giving the message."

Katherine R. Lustman, co-director of the Nursery School at the Yale Child Study Center, stated, "The quality of play of the children in our nursery school had worsened with the advent of heavy television viewing." Although she talked about the child's confusion of fantasy and reality, she said she was most concerned about the types of toys that children need to work through adjustments, fears, and

5 "crash cars," "knock-em, sock-em robots" . . .

problems. Ms. Lustman felt that the toys used by today's children–"crash cars," "knock-em, sock-em robots," talking telephones, etc.– all heavily advertised on television–"have fears that are built in and reinforce the child's problems rather than letting him use the toy for inter-play."

John E. Schowalter, director of training, Child Psychiatry Unit, felt that a child's ability to understand life was made more difficult by the confused messages on television regarding violence and death. He cited the laugh tracks which are supposed to make violence funny and a segment of the "Roadrunner" cartoon in which Roadrunner allegedly dies nine times in six minutes but is miraculously reborn. Dr. Schowalter said that death and violence should be shown on television, but he pleaded that their incidence be limited and that "producers take into account the developmental needs of children."

"...died nine times in six minutes but is miraculously reborn."

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Concerned Groups

Committee on Children's Television
1511 Masonic Avenue
San Francisco, Ca. 94117

Action for Children's Television
46 Austin St.
Newtonville, Mass. 02160

National Association for Better Broadcasting
373 Northwestern Ave.
Los Angeles, Ca. 90004

Federal Communications Commission
1919 M Street N.W.
Washington, D.C. 20554

Federal Trade Commission
Bureau of Consumer Protection
Washington, D.C. 20580

Citizens Communications Center
1812 N Street N.W.
Washington, D.C. 20036

Black Efforts for Soul in Television
1015 North Carolina Ave. S.E.
Washington, D.C. 20003

Childrens Television Workshop
1 Lincoln Plaza
New York, N.Y. 10023

Public Broadcasting Service
955 L'Enfant Plaza S.W.
Washington, D.C. 20020

drawing by Susan

All this in one year?

Some highlights of the national ERIC system for the past year:

	Number	Percentage Increase from last year
–Documents added to Research in Education (RIE)	11,700	6
–Documents added to Current Index to Journals in Education (CIJE)	18,000	8
–Total file; RIE–53,362; CIJE–53,927	107,289	42
–ERIC Titles sold:		
Microfiche	7,117,326	19
Hard copy	49,063	20
–Organizations maintaining complete ERIC collections (U.S. 464; Foreign 37)	501	26
–Questions answered by clearinghouse	76,300	42
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ERIC fiche to change; research tools expanded

Effective January 1, 1973, all ERIC microfiche will conform to the National Microfilm Association format of 24X reduction, rather than the present 20X reduction. This means new microfiche readers for many of us.

* * *

The Current Index to Journals in Education (CIJE) published by CCM Corporation for ERIC has added 15 new international journals to its 500-plus education-related journals which are indexed monthly. Subscription price for monthly indexes alone has been raised from $38 to $44. Monthly indexes plus an annual cumulation now cost $77. CCM reports the annual cumulation will be in an improved two-volume format with sturdier binding.

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Two more new ERIC research tools announced this month by CCM Corporation are the *ERIC Educational Documents Abstracts* and the *ERIC Educational Documents Index*. The four-volume Abstract set includes all reports which appeared in *Research in Education (RIE)* in the years 1968-1971. The four volumes sell for $126, with individual volumes costing $35. The *Index* covers the years 1966 to 1971, and is complete with titles and ERIC accession numbers. The years 1966-1969 in two volumes (library binding) cost $34.50. The years 1970-1971 in one volume (library binding) cost $25. They can be ordered from CCM Corporation, 866 Third Avenue, New York, New York 10022.

New map tells it all

So far, we haven't found one college or university (including junior colleges) that hasn't been included on a new map which retails for $39 from NEC Services Corporation, 40 W. 55 Street, New York, New York 10019. *Colleges and Universities of the United States*, as the map is titled, measures 42 by 56 inches, and is printed on a special polymer-impregnated stock. It is plastic laminated to allow the use of marking pencil or crayon. According to the company, it's an invaluable visual aid for high school guidance counselors, principals and superintendents, as well as college placement directors.

ERIC at Stanford expands facilities

Although it will be at a different campus location, "ERIC at Stanford" will remain at Stanford University after the first of the new year.

Space limitations at the Institute for Communication Research led the Clearinghouse to look for a new home. Now, the staff will enjoy expanded facilities in the new building of the Stanford Center for Research and Development in Teaching. The R&D Center is centrally located near the University's library, book store and post office.

In January, the present Clearinghouse director, Don H. Coombs, will leave for the University of Idaho, where he will direct a new School of Communication. Richard Clark, whose degree in educational technology is from Indiana University and who has been associated with the Stanford Center for Research and Development in Teaching, will be the new director.

Judith Yarborough, who has been responsible for many of the Clearinghouse's special projects and for its document processing, has been named assistant director.

We invite any readers nearby to visit our new location after the first of the year.

ERIC system remains as is

After almost a year of discussion of potential change, it was announced Oct. 12 that the ERIC system of 18 clearinghouses would remain about as is for at least another year.

At one time a number of consolidations were under consideration, but only one actually took place. (The clearinghouses on reading and teaching of English merged last Spring.)

ERIC is one of the former U.S. Office of Educa programs which moved over intact to the new Nati Institute of Education. Problems in getting the NIE u way—including getting it funded and getting a permanent director named—have made it difficult to firm up plans for the ERIC system.

Emerson Elliott has been serving as acting director, and he participated with Lee Burchinal in an October 12 meeting to brief ERIC directors on the situation.

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